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ABSTRACT

This curriculum guide is divided into four major sections: English Skills, Writing and Composition Courses, Literature Courses, and Elective Courses. Thirty courses are described, and the guide outlines the general objectives, specific objectives, activities, and resources for each course. The courses include Advanced Composition, Journalism I, Writing Clinic, Bible as Literature, Children's Literature, Great American Writers, Great British Authors, Literature of Minority Groups, Mainstream Literature, Shakespeare, Survey of American Literature, Survey of English Literature, World Literature, Creative Writing and Short Stories, Developmental Reading, Drama Workshop, Etymology and Advanced Grammar, Journalism II and III, Principles of Acting I and II, Speech I and II, Speech Reading and Thematic Units, Study of Film, and T.V. and Radio Broadcasting. (TS)

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BEAVERCREEK HIGH SCHOOL
ENGLISH CURRICULUM GUIDE
1975

Xenia, Ohio

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ENGLISH

The following are English requirements:

1. Each student will take at least one English course each semester.
2. In addition to his ninth grade credit, each student must earn three English credits in grades 10 - 12. Giving him a total of 4 credits at the time of graduation.
3. Sophomores must pass the proficiency test given prior to high school registration or take the course English Skills. The English Skills course must be passed or it will be repeated once.

In the tenth grade, sophomores must choose their other course or courses from the following:

Foundations of Writing	Speech I	Developmental Reading
Writing Clinic	Speech II	Mythology
Journalism I	Drama Workshop	Children's Literature
Study of T V and Radio	Prin. of Acting	Bible as Literature
		Main Stream Literature

Note: Sophomores passing the proficiency test may choose courses other than the above with the written consent of their present English teacher. Suggestions are Introductory Composition and one of the American Literature courses.

4. Before graduation, all students entering Beaver Creek High School after September 1974 must fulfill the American Literature requirement by taking one of these three courses:
Regional American Literature
Survey of American Literature
Great American Writers
5. Before graduation, in addition to the American Literature requirement, all students will take one additional literature course.
6. All students must take and pass one composition course.

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ENGLISH SKILLS

Course Description

Required of all sophomores, except those who have demonstrated proficiency on the test given prior to high school registration. The course contains language skills such as the study of the parts of speech, capitalization, spelling and vocabulary. Library usage and study skills are also covered. If a student fails this course, he repeats it.

I. General Objectives

- A. Assist the student in understanding the grammar of the English language.
- B. To assist the student in learning to use the English language correctly.
- C. To familiarize the student with the basic study skills and library usage.

II. Specific Objectives

- A. To help the student to recognize and construct sentences.
 1. simple
 3. complex
 2. compound
 4. compound/complex
- B. To familiarize the students with the eight parts of speech.
 1. Nouns
 - a. classes- common, collective, proper
 - b. singular and plurals
 - c. possessive forms
 2. Pronouns
 - a. Personal
 - b. Indefinite
 - c. Relative
 - d. Demonstrative
 - e. Possessive
 - f. Interrogative
 3. Verbs.
 - a. Uses of
 - b. Helping
 - c. Agreement of Verb with Subject
 4. Adjectives
 - a. Kinds
 - b. Degrees of Comparison
 5. Adverbs
 6. Prepositions
 7. Conjunctions
 8. Interjections
- C. To aid the student in recognizing and forming the different verb tenses.
 1. Present
 2. Past
 3. Future
 4. Perfect Tenses

- a. Present Perfect
- b. Past "
- c. Future "

(Passive voice should be discussed also.)

- D. To learn to identify phrases and clauses.
- E. To learn to write topic sentences and expand them into paragraphs.
- F. To learn the rules regarding punctuation and capitalization.
- G. To improve library skills.
 - 1. to use the card catalog
 - 2. " " " encyclopedias
 - 3. " " " biographical dictionaries
 - 4. " " " Reader's Guide
- H. To improve vocabulary skills
 - 1. increase vocabulary
 - 2. drill on this vocabulary

III. Activities

- A. Library Skills - Introduce the basics of the library. Each student should find references in encyclopedias, Reader's Guide, card catalogs, biographical dictionaries, book, and other various sources available.
- B. Password - Students can bring in the games.
- C. Scrabble - " " " " " "
- D. "Name that Tense" Game - The class is divided into two teams. The teacher gives a subject and verb using different tenses each time. The student who touches the circle drawn on the board gets to give his answer first. One point is given to the team which answers correctly.
- E. Book Report - The student writes a report after reading a book approved by the teacher.
- F. Short Reports - The student writes a 300-500 word report on one of the people or topics researched in the Library Skills practice.
- G. Crossword puzzles using their vocabulary words.
- H. Beano (Grammar Bingo Game)
- I. Sentence Construction Game - Divide class into groups. Each member contributes a word and these words are developed into a sentence. The group with the best sentence gets the point.
- J. Concentration Game - Students are divided into groups. One student sits in the middle of the group with his eyes closed. An object is passed from student to student until the one in the center says stop. He then must name five nouns or other designated part of speech before the object returns to the person where it had been stopped.
- K. Seek and Find Games - Can be made using vocabulary words.
- L. Scribbage
- M. Crossword Puzzles
- N. Reading time can be given. The students can bring in their own magazines or books or can use books made available through the teacher.
- O. Do drills concerning synonyms, homonyms, antonyms.

IV. Resources

- A. Basic English Review - Schachter
- B. Webster's Dictionary
- C. Roget's Thesaurus
- D. Warringer's Grammar and Composition - 10
- E. Readers' Guide
- F. Who's Who
- G. Encyclopedias

ADVANCED COMPOSITION

Course Description

The course is designed to prepare students in writing different types of papers required in college work. Students should have had Research skills or Introductory composition before attempting the advanced work. Exceptions will be considered only with the previous English teacher's approval.

I. General Objectives

- A. To assist students in college-required courses
- B. To aid his understanding of rhetorical skills
- C. To improve his style of expository writing
- D. To improve his word choice and extend his vocabulary
- E. To make him aware of and improve his grammar and usage

II. Specific Objectives

- A. To understand the writing of good thesis statements
- B. To write good paragraphs incorporated into different types of compositions
- C. To unite readily the different types of:
 1. Reports
 2. Reviews
 3. Process themes (analysis)
 4. Cause and effect themes
 5. Comparison and/or Contrast themes
 6. Exemplification or Illustration themes
 7. Poetry analysis
 8. Definition (extended) themes
 9. Classification and/or Division themes
 10. Research theme of Persuasion

III. Activities

- A. During the first three weeks of the course, the students will be:
 1. Writing daily journal entries for the first ten to fifteen minutes of every period
 - a. an entry will be required for everyday school is in session
 - b. journal provided by student-should be in ink, written on one page only, neat, up-to-date, ready for inspection upon request, in one unit and not two or more smaller journals.
 - c. nine-week grade will be lowered if journal does not meet requirements.
 2. Discuss meaning, definition, and elements of rhetoric
 3. Discuss thesis statements and their content
 4. Review and write, if necessary, the different types of paragraphs
 5. Know how to choose and limit subject
 6. Write different types of letters directed to various levels of audience

- B. During the fourth week, and from then on, the students will be writing major compositions, covering such types as:
1. Report of a TV program (own choice)
 2. Review of a different TV program, play, concert, etc.
 3. Analysis of a process (how to do something)
 4. Cause and effect
 5. Comparison and/or contrast
 6. Exemplification or Illustration
 7. Analysis of Poetry (scanning and mechanics)
 8. Extended definition theme
 9. Classification and/or Division theme
 10. Research (persuasion)-using skills learned in introductory composition or research skills class.

IV. Resources

- A. During the semester, the student will benefit from:
1. Hand-out sheets given by teacher at appropriate time
 2. Modern Composition 6-(Holt, Rinehart, Winston) text
 3. Brooks and Warren-for persuasion theme
 4. The English Language-a Senior Course
 5. Saturday Review-Report and Review
 6. Dayton Daily News and Journal Herald
 7. Television
 8. Current plays and concerts
 9. Beavercreek High School Library
 10. Beavercreek Branch Library
 11. Wright State University Library
 12. The Research Paper Guide (Sherman)
 13. Fundamentals of Poetry (Leahy)

Foundations of Writing

A course recommended for those students who do not plan to attend college but want to learn how to express themselves more clearly in written form. Students will learn how to write various types of paragraphs, fill out applications correctly, take notes, write correct letter forms, express opinions clearly, and answer essay questions. Other writing experiences, deemed beneficial by the instructor, will be included to supplement or aid the student's understanding of the above objectives.

I. General Objectives

- A. To teach students to express themselves clearly in all types of writing.
- B. To gear content of the course to the needs of the individual
- C. To make students aware of the practical value of writing skills in their everyday lives

II. Specific Objectives

- A. To teach students to:
 1. Write correct letter forms
 2. Take notes correctly
 3. fill out applications
 4. Express opinions clearly in writing
 5. Answer essay questions
 6. Write 5-sentence paragraphs
 7. Paraphrase library material
 8. Apply writing skills to common business forms
 9. Differentiate the meanings of homonyms and confusing words
 10. Prepare resume's
 11. Recognize meanings of words from context
 12. Write reaction papers
 13. Write book reviews
 14. Summarize and paraphrase
 15. Increase vocabulary
 16. Use Reader's Guide
 17. Do descriptive writing
 18. Avoid plagiarism

Foundations of Writing

III. Activities (Note: See Writing Clinic For Worksheets)

- A. Give diagnostic test and take a writing sample immediately
- B. Write different types of letters
 1. Friendly letters
 2. Orders
 3. Complaints
 4. Requesting information
 5. Letters to Political Figures
- C. Take notes from speakers, films, records, etc.
- D. fill out applications and questionnaires
 1. Social Security
 2. Job
 3. Charge Accounts
 4. Insurance
 5. Catalog Sales
 6. Unemployment
- E. Answer essay questions on selections from Reader's Digest
- F. Write a short paper using specific reference books from library
- G. Keep daily journal
- H. Use films to do descriptive writing
- I. Crossword Puzzles and Word games
- J. Have students write for free materials
- K. Scrambled sentences
- L. Scrambled words
- M. Scrabble
- N. Telephone Skills (See book published by Ohio Bell)
- O. Job Interviews
- P. Make a multi-media presentation on an emotion

IV. Sources

- A. Ohio Bell Telephone Co.
- B. The Art of Communication
- C. Write On!
- D. The Creative Teacher
- E. Montgomery County Film Catalog
- F. English on the Job
- G. Scope Magazine
- H. Reader's Digest - library

Introductory Composition

This course is designed for students who desire a knowledge of basic composition skills and is especially recommended for those students who plan to attend college. By the end of the course the students will be expected to show competence in the mechanics of grammar and sentence structure as well as an ability to develop various types of paragraphs using topic sentences and supporting materials. Although the writing of a formal research paper will not be included as part of the course, content will include such practical research skills as the use of bibliography and note cards, correct outline form, footnote and bibliography forms, and correct organization of a research paper. The course also includes writing analyses of simple literary selections, reading and answering essay questions and writing three-paragraph compositions.

I. General Objectives

- A. To compose a good topic sentence supported with at least three sentences building up to a good paragraph.
- B. To teach students to write paragraphs with varying topics.
- C. To teach students to recognize other types of paragraph development through reading or listening.
- D. To have students write a variety of paragraphs.
- E. To teach students to write a three-paragraph composition.
- F. To insure that students make a minimum number of mistakes in spelling, grammar, usage, organization, etc.
- G. To make students aware that they are being prepared for advanced composition.

II. Specific Objectives and Activities

- A. Students will demonstrate competence in mechanics, including spelling, punctuation, and usage.
 1. Vocabulary quizzes
 2. Sentence exercises from resource materials
 3. Rewrite compositions correcting all mechanical errors, spelling, etc.
- B. Students will demonstrate the principles of unity, coherence, and emphasis.
 1. Write paragraphs based on a topic sentence supplied by the teacher.
 2. Put together paragraphs from sentences supplied out of order.

3. Underline transitional expressions, linking expressions, appositives, and repeated words.
 4. Demonstrate emphasis through repetition of ideas or by concentration on a single feature or aspect of the subject.
- C. Students will develop paragraphs with facts, examples, incidents, and reasons.
1. Narration:
 - a. write a personal narrative
 - b. evaluate model narratives from the class
 - c. choose a book (novel) to read which is a good example of personal narrative.
 - d. Demonstrate competence in writing dialogue, use of key events, and point of view
 2. Exposition
 - a. Write paragraphs illustrating the "thesis" or "controlling idea"
 - b. Write paragraphs supporting a thesis statement with: details, illustrations, cause-to-effect, comparison or contrast, etc.
 - c. Write a paragraph of analysis or explain a process.
 3. Description
 - a. Students should be taught the use of figurative language (metaphor, personification, simile, and hyperbole) to achieve concreteness.
 - b. Write paragraphs from various points of view.
 - c. Specific activities:
 1. describe a fire or an accident
 2. describe the hour after getting up and make use of the 5 senses
 3. describe the qualities desirable in a friend.
 4. describe a scene that evoked emotion attempting to arouse the same feeling in the reader
 4. Character Sketch
 - A. Specific activities:
 1. Write a character sketch based on aspects of a given character; emphasize certain aspects and ignore others.
 2. decide on a dominant impression and support it with description, interpretation, quotation, and action
 3. Use examples of character sketches from literature as models.
 4. Write a character sketch of a famous person pictured in an unusual role or situation.
 5. Character sketch of a friend presented chiefly through action and speech.

5. Opinion and Persuasion
 - a. Write a paragraph of opinion using examples to support the opinion.
 - b. Write a paragraph of persuasion emphasizing tone
6. Paraphrase, Precis, and Summary
 - a. Read a poem and restate the author's ideas, omitting nothing, and maintain the order of the ideas (paraphrase)
 - b. Summarize a passage making the summary no more than one-third the length of the original; include only the main ideas in the same order as the author's (precis)
 - c. Write a condensed version of a passage, including those elements necessary to a clear understanding of the information contained in the original (summary)
- D. A research project (excluding a research paper but including the construction of a topic outline and mastery of the skills necessary to plan and write a research paper) will offer the following benefits:
 1. The ability to formulate specific and workable problems for investigation.
 2. The ability to investigate, study, and work with source materials.
 3. An awareness of the need to consult allied disciplines. For example, historical background for a novel in addition to biographical information.
 4. The knowledge of a system for note-taking, footnotes, bibliography, and style details.
 5. The ability to prepare an outline and a well-organized paper worthy of an audience.
 6. Specific activities include
 - a. Taking notes on notecards
 - b. Writing bibliography cards
 - c. compiling footnote information
 - d. Making a formal bibliography page
 - e. Making a title page
 - f. Constructing a formal topic outline
 - g. Organizing research material
 - h. Using library facilities extensively
- E. Students will write complete sentences with some variety in structure.
- F. Students will write about personal experiences
 1. Write on a specific experience which shows a general belief
 2. Write on an instance where belief in a certain value guided, or failed to guide, action.
 3. Express personal reaction to theories advanced by authors
 4. Write about witnessing a special event, such as a

- the launching of an earth satellite.
- G. Students will write about literature.
 - 1. A personal experience which evoked feelings similar to those presented by an author
 - 2. New knowledge, new attitudes, new appreciations of people and problems learned from a book.
 - 3. Comparison of one's personal decision, including motivation and results, with a decision made by a character in a book.
 - 4. Biography: consideration of what part books and education played in the subject's life
 - 5. Poetry: select images or lines into which one can read intense moments in life and discussion of what these lines could represent if they were applied to personal experience.
 - H. Write and answer essay questions using acquired skills (see attached sheet).
 - I. Have students keep a journal on a regular basis to involve them in writing about things that interest them and for reflection upon ordinary daily experiences and their significance.

IIIIII. Resources

- A. Ostrom, Johh Better Paragraphs
 - B. Glatthorn, Allan A. and John & Warriner. Composition: Models and Exercises
 - C. Blickhahn, Katherine M, et.al. Writing: Unit Lessons in Compositions
 - D. Carlson, Ruth K. Sparkling Words: Two Hundred Practical and Creative Writing Ideas
 - E. Sherman, Anthony C. The Research Paper Guide
 - F. Wilson, Grace E. Composition Situations (NCTE Pub.)
 - G. "Measuring Growth in Writing," English Journal, March 1975
 - H. Hilliard, Helen, et. al. Suggestions for Evaluating Senior High School Writing (NCTE Pub.)
- IV. See attached handouts, exercises, and additional materials for further aid in preparing unit lessons in composition.

Journalism I

Course Description

This course is designed for any person interested in journalistic writing and reporting. Content will include the background of journalism, legal and ethical responsibilities and the writing of different types of stories. The emphasis will be on critical thinking, factual, and objective writing.

I. General Objective

Journalism I is geared to any student who has a basic grasp of grammar and writing skills. Contents include effective journalistic writing, legal and ethical issues, and historical background. General objectives are not only to teach a student how to communicate through the print media but also the effect of the media on world events and the importance of such events.

II. Specific Objectives

A. Writing:

1. to teach the student to write clear, easily understood sentences.
2. to avoid unnecessary wording.
3. to write grammatically correct sentences.
4. to write in acceptable journalistic style.
5. to practice accuracy and clarity.
6. to logically present arguments.

B. Other Objectives:

1. To make students aware of current events (locally, nationally, internationally).
2. to enable students to critically judge and analyze all aspects of the print media.
3. to acquaint students with the legal and ethical aspects of journalism.
4. to develop a questioning attitude based on logic and evidence (facts, statistics, examples, occurrences, etc.)
5. to learn basic printing procedures.
6. to compose and evaluate advertising and how it appeals to consumers.
7. to understand the appeal and practicality of photojournalism.
8. to learn how to gather information for the print media
9. to learn basic headline and layout procedures.
10. to learn basic copyediting and proofreading procedures.

C. Activities:

- a. write a news story using the facts given on a radio or television newscast.

- b. write a feature article by doing research in the library on a special topic.
- c. write an editorial based on a controversial international political issue.
- d. interview someone who you feel is important in the community or who has some occupation or hobby that the reading public would be interested in knowing.
- e. go to a speech and write a news story on the speech itself; follow up the speech story with a feature on the individual who gave the speech.
- f. study examples of sensationalism/yellow journalism and give individual reports to the class on your discoveries.
- g. read examples of propaganda and tell how the writing is "slanted" for and/or against the topics covered.
- h. practice copyreading and proofreading using the standard symbols.
- i. practice layout using the felt newspaper and feltboard.
- j. compose advertisements.
- k. compose examples of propaganda and articles that might appear in a "yellow" newspaper.
- l. working in groups of five to fifteen, compose "dummy" paste-up sheets writing all of the copy, providing all of the pictures and advertisements from those members within the group.
- m. cover an important sports event and write a sports story on it.

Writing Clinic

Course Description

This course is designed to teach standard English writing through emphasizing sentence structure and the development of paragraphs. The student will be reinforced in the practical applications of grammar and will develop skills in different types of writing.

I. General Objectives

- A. To teach standard English writing through emphasizing sentence structure and development of paragraphs.
- B. To give students reinforcement in the practical application of grammar.
- C. To develop skills in different types of writing.
- D. To aid in the development of vocabulary skills.

II. Specific Objectives

A. Grammar-(practical application)

1. Subject - verb agreement
2. Prepositions
3. Prepositional phrases
4. Sentence structure
5. Descriptive modifiers
6. Review capitalization and punctuation
7. Sentence patterns
8. Tense

B. Composition

1. Answer essay questions
2. Write reaction papers
3. Note taking
4. Paraphrasing
5. Summaries
6. Book reviews
7. Critical reviews
8. Resumes
9. Descriptive writing
10. Explanatory writing
11. Structured writing
12. Topic sentences
13. Paragraphing
14. Three paragraph composition
15. Short paper utilizing library sources
16. Revision and correction
17. Reaction to abstract concepts

C. Vocabulary

1. Connotive and dennotative language
2. Meaning from context
3. Reasoning and logic

III. Activities

A. Vocabulary building exercises

1. Crossword puzzles
2. Seek and finds
3. Compose own word games
4. Anagrams
5. Spelling bees
6. Circle, squares, triangle
7. Homonym paragraphs
8. Antonym games
9. Vocabulary synonyms competition

B. Keep a daily journal

C. Write a review on a short story (everyone to read same story)

D. Sentence scramble

E. 4/4ths of a ghost (words and sentences)

F. Movie reviews

G. Record review: Student should bring record to play in class and then read review to class

H. Reactions to photographs

1. Teacher presents picture
2. Students bring in own picture
3. Reaction in a one paragraph paper

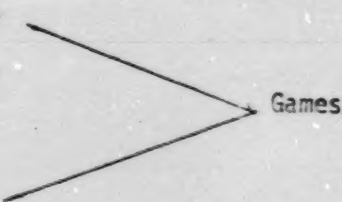
I. Paragraph rhythm: take a well written paragraph and break it down; then have students rewrite it.

J. Write on excerpts from choices

K. Read a short story, find a picture relating to it, write a reaction to it.

L. Sensitivity exercises followed by students writing reactions to it

1. Trust games
2. Mood settings (write reactions to it)

- M. Students write graffiti on board; discuss graffiti in general and specifics; write about some aspect of graffiti
 - N. Pick a personal ad from the classified column and react to it.
(Read "Bill" from Van Guard)
 - O. Take a Biblical passage or legal document and rewrite it in contemporary style
 - P. Interview someone in class and write a biography
 - Q. Study "unforgettable characters" from Reader's Digest; write own unforgettable character
 - R. Scrabble
 - S. Cross-Up
 - T. Yahtzee
 - U. Kismet
- 
- Games

Bible as Literature

Course Description

This course is recommended for any student who would like to know more about the literature of the Bible. Short stories, drama, poetry, wisdom literature, epics, apocalyptic, and epistolary writing will be studied from examples read in the classroom. Short reaction papers, quizzes, tests, library work and an examination will be the basis for grading. No prerequisites.

BIBLICAL LITERATURE

I. General Objectives:

To provide students with the skills for reading and understanding the great literature in the English Bible.

II. Specific Objectives:

1. To be able to read the Bible orally.
2. To be able to understand the language of the King James Version.
3. To let the students know the variety of the translations available and to realize the values of using more than one translation.
4. To recognize that the Bible contains outstanding examples of literary forms: epic stories, lyric poetry, dramatic poetry, short stories, essays, proverbs, etc.
5. To be able to recognize the names of the books of the Old Testament and the New Testament.
6. To be able to recognize the names of Biblical characters and to spell the best known ones.
7. To distinguish between literary and religious interpretations of Biblical literature.
8. To recognize that responses to Bible reading are related to personal experiences.
9. To become aware of the numerous references to the Bible that we are exposed to in daily life...in newspapers, songs, comic strips, titles, paintings, music, etc.

III. Teaching Strategies and Activities:

1. Read all selections orally in class.
2. Paraphrase King James readings orally in class and in written homework.
3. Make a list of English words used in the King James Version that are no longer used or that have changed in meaning. Keep the list in a notebook.
4. Compare King James Version language with other translations by reading the same passage in several versions.
5. Have a display of Bibles of many kinds brought in by students. Give time for browsing and discussions of the language, the differences in translations, and the history of that version. (Read prefaces.)
6. Provide a reading list that categorizes Bible stories by form. Discuss the characteristics of each form as it is read.
7. Give brief lectures on the history of each book of the Bible, pointing out various hypotheses as to origins, meanings for people of the time in which it probably was written, and differences in interpretations of modern scholars.
8. Write a research paper about an archaeological topic related to the Bible.
9. Write reaction papers...one each week for a total of eighteen...that show the students' personal attitudes toward the Bible readings.
10. Keep a record of Bible references you discover outside the classroom. Record the source, where it was found, and the Bible reference itself. Keep in a folder.
11. Dramatize scenes from stories, e.g., Abraham and Isaac, Job and his comforters, Ruth gleaning in the fields of Boaz.

BIBLICAL LITERATURE

III. Teaching Strategies and Activities - Continued

13. Choral reading of selected Psalms.
14. Have students attend a Friday night service at Temple Israel. Call in advance for approval.
15. Prepare bulletin board with illustrations of Jewish religious service.
16. Have a Jewish speaker explain some of his beliefs.
17. Ask students to listen to WOSU broadcast of the Adventures in Judaism, usually on Saturday morning.
18. Class discussions of term paper after they are returned.
19. Class discussions of current events related to Bible study.
20. Make maps of Abraham's migration from Ur; of Israelites' exodus from Egypt; of Jonah's journey to Nineveh; of Naomi and Ruth's return from Moab, etc.
21. Prepare character sketches in writing or in art of Biblical characters.
22. Write an epilogue telling what happened afterward to one of the Biblical characters: Noah, Jonah, etc.
23. Role-play some of the scenes from Job, Esther, Ruth, Cain and Abel, the life of Moses.
24. Prepare a scroll, illustrating how Hebrew was written.
25. Prepare bulletin boards with a Biblical theme.
26. Do cartoons or photo essays on Biblical themes.
27. Illustrate a Psalm or one of the Proverbs.
28. Paraphrase a Proverb in contemporary English.
29. Prepare a set of slides of religious art.
30. Write library papers on ancient civilizations that co-existed with the ancient Hebrew civilizations: Sumerian, Assyrian, Egyptian, Persian, Babylonian, Greek, Roman, etc.
31. Write a script for a radio or T.V. adaptation of a Bible story.
32. Write an original poem, short story, or play, using a theme from the Bible. For example, the idyllic theme of love in Ruth.
33. Use Bible quotations for original friendship cards.
34. Read portions of the historical writings and prepare a map or a historical table based on your reading.
35. Prepare a sequential life of Christ, using Biblical references.
36. Compare social conditions described by one of the prophets with contemporary social conditions.
37. Write a peroration about contemporary society in the style of one of the prophets.
38. Write a comprehensive take-home examination to organize and record the principal ideas that have been discussed and studied throughout the semester.
39. Study Hebrew poetic techniques and the ways English translators have handled the difficult translation problems.
40. Prepare a chart of the Hebrew alphabet.
41. Prepare a time line of Hebrew history.
42. Prepare a time line of the writing and canonization of the books of the Bible.

BIBLICAL LITERATURE

IV. READING SELECTIONS:

1. The Bible as literature will be studied with the knowledge that the Bible contains all genres of literature. Epic stories, epic cycles, poetry, short novels, short stories, oratory, epistles, treatises, and essays will be explored with reference to the findings of Bible scholars as well as your interpretations. The literature of the Bible will be compared to non-secular genres in order to understand that the Bible is a significant part of the literature of the world.
2. No less than one reaction paper will be required per week. These will be placed in your folder or handed to the teacher, depending on her directions.
3. Keep a running list of Bible references you encountered outside of class. Keep the list current and in your folder. Include the source (where you found it, where it is found in the Bible; clip these items from newspapers and magazines if possible).
4. In lieu of your second six weeks' test, you will prepare a term paper complete with bibliography and title page. The specific instructions will be given to you at the beginning of the second grading period.
5. Quizzes will be given on spelling of names and terms, on memorable quotes, and on material studied.
6. Extra credits will be given for all outside reading. These reviews will be placed in your folder. Be sure the papers are labelled accordingly.
7. You will read all assignments aloud in class. Prepare yourself.
8. The final exam will be a take-home exam. You may gather notes and material for your answers, but parts of the exam will be written during the exam period. Second semester seniors will turn in the exam on their last day in this class.

Material:

1. Time line chart of biblical history and the history of the Bible.
2. Chart of Hebrew alphabet.
3. 1000 Years of English Pronunciation - record in library shows how Jacobean English was pronounced (use KJV).
4. Map of Bible lands - National Geographic.
5. Duplicated materials in folder in closet in Room 120 - (Maynard's outlines) for chronology, history and comments.
6. The Interpreter's Bible - Available in many church libraries. Hawker Church has a set.
7. "Bettering the Good Book" by Isaac Asimov. A review essay of the the new English Bible that deals with many problems of interpretation and Biblical authenticity.
8. Holy Land Today - National Geographic map in folder in file in Room 120.
9. National Geographic magazines for archaeological and cultural information:
 - a. October 1967 - Bible World
 - b. December 1967 - Where Jesus Walked
 - c. December 1969 - Chartes
 - d. May 1969 - Abu Simbel
10. Hand-out sheets of readings in the Old and New Testaments.
11. Hand-out sheets on "Hebrew Poetry".
12. Dartmouth Bible.
13. Atlas of the Bible Lands - published by Hammond, Inc. (listed in McGraw-Hill catalogue)

BIBLICAL LITERATURE

Bibliography

Bible for Students of literature and art, G.B. Harrison ed.
The New English Bible
New World Translation of the Holy Scriptures
Treasures from the Bible
Story of the World's Literature, John A. Macy
The Bible as History, a confirmation of the Book of Books
Famous "Biblical Hoaxes", Edgar J. Goodspied
Home Book of Bible Quotations, B. E. Stevenson
The New Compact Bible Dictionary - T. Bryant
Harper's Bible Dictionary - Madeleine S. Miller
Words from Genesis, Isaac Asimov
The Bible in the Making, G. MacGregor
The Bible Reader: an interfaith interpretation, W. A. Abbott, ed.
Heroes of the Bible, Samuel Komroff
Greatest Book Ever Written, Fulton Oursler
Everyday Life in New Testament Times - Alan C. Bouquet
The Holy Land in the Time of Jesus - ed. of Horizon Magazine
Twentieth Century Interpretations of the Book of Job - ed. Paul D. Sanders
The Bible as Literature: Old Testament History and Biography - Buckner B. Trawick

Epic Literature

Epic Stories

1. The beginning, Genesis
2. Temptation of Adam and Eve, Genesis
3. Cain and Abel, Genesis
4. The flood, Genesis
5. Tower of Babel, Genesis

Bible

1. Chronological outline of the Bible
2. Palestine and its people
3. Other countries of the fertile crescent
4. Geography and climate
5. Primitive peoples

Epic cycles

1. The story of Abraham
 - a. The call of Abraham - Genesis
 - b. Abraham in Egypt - Genesis
 - c. Abraham and Lot separate - Genesis
 - d. God's covenant - Genesis
 - e. Destruction of Sodom - Genesis
 - f. Birth of Isaac - Genesis
 - g. Trial of Abraham's faith - Genesis
 - h. Isaac was Rebekah's Husband - Genesis
 - i. Death of Abraham - Genesis
2. The story of Jacob
 - a. Birth of Jacob and Esau - Genesis
 - b. Esau sells birthright - Genesis
 - c. The stolen blessing - Genesis
 - d. Jacob's dream - Genesis
 - e. Jacob's courtship of Rachel - Genesis
 - f. Jacob wrestles the angel - Genesis
 - g. Meeting with Esau - Genesis

BIBLICAL LITERATURE

Plagues

1. Water turns to blood - Exodus
 2. Frogs - Exodus
 3. Mosquitoes - Exodus
 4. Gnats - Exodus
 5. Death of cattle - Exodus
 6. Boils - Exodus
 7. Hail - Exodus
 8. Locusts - Exodus
 9. Darkness - Exodus
 10. Death of the first born - Exodus
- The journey - Exodus
Pharaoh pursues Israel - Exodus
The Red Sea opens - Exodus
Manna and Quails - Exodus
Water from the rock - Exodus
The appointment of judges - Exodus
Sinai experience - Exodus
Ten Commandments - Exodus
Golden Calf - Exodus
Moses' request of God - Exodus
Completing the Tabernacle - Exodus
The census (twelve tribes) - Numbers
Reconnaissance in Canaan - Numbers
Moses' death - Deuteronomy

The poetry will be treated as English poems, for the poetic language is English - while the images and thoughts are Hebrew. It would be another kind of poetic experience if we heard them in Hebrew. See notes of Hebrew poetry.

The Psalms

- I. Community songs of Praise, Thanksgiving, and Trust
 - Psalms 8: Majesty of God
 - Psalms 24: The King of Glory
 - Psalms 46: "Luther's Psalm"
 - Psalms 300: "Old Hundred"
 - Psalms 113-118: "The Egyptian Hallel"
 - Psalms 136: "The Great Hallel"
 - Psalms 150: "The Final Doxology"
- II. Monodies of Praise, Thanksgiving, and Trust - Individual meditations
 - Psalms 19: Glories of God's Universe and the Excellence of His Law
 - Psalms 23: God as Good Shepherd and Gracious Host
 - Psalms 91: Refuge in the Shadow of the Almighty
 - Psalms 104: Hymn to Creation
 - Psalms 119: Love for God's Law
 - Psalms 139: God's Care for the Individual
- III. Laments of the Community
 - Psalms 44: National Defeat and Disgrace
 - Psalms 74: Desecration of the Temple

BIBLICAL LITERATURE

IV. Laments of the Individual

- Psalm 3: Prayer for Deliverance of Foes
- Psalm 32: Prayer of the sick
- Psalm 51: A Broken and Contrite Heart
- Psalm 73: Faith in Spite of Suffering

V. Royal Psalms

- Psalm 2: The King as God's son
- Psalm 45: A Prothalamion

VI. Blessings and Curses

- Psalm 1: The Righteous and the Wicked
- Psalm 109: Words of Hatred
- Psalm 137: A Curse for a Nation

VII. Pilgrim Psalms

- Psalm 121: God as Protector
- Psalm 122: A Prayer for Peace
- Psalm 130: De Profundis

VIII. Legends

- Psalm 18: Escape from Egypt and Conquest for Canaan
- Psalm 105: God's Covenant through the Centuries
- Psalm

IX. Psalms of Wisdom and Philosophic Meditation

- Psalm 37: "Fret Not Thyself Because of Evildoers"
- Psalm 90: A Funeral Hymn

Lamentations: A Dirge for Jerusalem

Other Lyrics

1. Lamech's Song of the Sword - Genesis
2. Deborah's Song - Judges
3. David's Lament for Saul and Jonathan - II Samuel
4. Song of Vanity - Ecclesiastes
5. Mary's Magnificat - Luke
6. Angel's Prophetic Song - Luke
7. Destruction of Babylon - Revelation

Wisdom Literature

Proverbs

1. Title and purpose of the book
2. Avoid bad company
3. Warning to heedless
4. Safeguard against bad company
5. How to acquire wisdom
6. Joys of Wisdom
7. On Choosing wisdom
8. Wise man's love

BIBLICAL LITERATURE

Wisdom Literature - Continued

9. Surety rashly offered
10. Idler and the Ant
11. Portrait of a scoundrel
12. Seven things hateful to God
13. Fatherly advice
14. Nature of wisdom
15. Wisdom the guide of kings
16. Wisdom as a creator
17. The great invitation
18. Wisdom as hostess
19. Against cynics
20. Dame Folly apes Wisdom
21. Proverbs of Solomon
22. Sayings of the sages
23. Solomon
24. Sayings of Agur
25. Numerical proverbs
26. Chapter 31

Short Stories and Tales

Ruth - a Protest against national prejudice

1. Adversities of an upright family
2. The fortunes of Ruth and Naomi
3. Naomi's plan
4. Ruth's marriage and the Lesson for the Hebrews

Jonah - the folly of bigotry

1. Jonah's rebelliousness
2. Jonah's prayer
3. Conversion of Nineveh
4. Lord's answer to Jonah

Esther - racial hatred (anti-semitic)

1. Esther's enthronement
2. Haman's plot to massacre the Jews
3. Downfall of Haman
4. Festival of Purim
5. Promotion of peace and welfare of Jews

Job: Drama of inner life

1. Introduction of Job
2. First challenge by Satan
3. Job's afflictions
4. Second challenge by Satan
5. Second round of Job's afflictions
6. Job's curse
7. The Debate
 - a. The first cycle
 - b. The second cycle
 - c. The third cycle

BIBLICAL LITERATURE

Job: Drama of inner life - Continued

8. Hymn of wisdom
9. Job's apologia
10. Elihu
11. Divine intervention
12. Epilogue

Song of Solomon: A Wedding Idyll

1. Invitation to love
2. Reminiscences of the courtship
3. The wedding day
4. A nightmare of the bride's
5. Love in royal court contrasted with love in the village
6. Renewal of love at home

I. 8th Century Prophets

- A. Amos: prophet of righteousness and divine justice
 1. Oracles of indictment
 2. Sermons on Israel's wickedness and her doom
 3. Five visions of judgment
 4. Hopeful epilogue
- B. Hosea: prophet of divine love and mercy
 1. Redemption of Gomer: an allegory
 2. Redemption of Israel: a plea
- C. Isaiah: prophet of holiness
 1. Isaiah's "call": a vision of God's holiness
 2. People's rebellion and future punishment
 3. The saving remnant
 4. The Messiah and the Messianic Age
- D. Micah
 1. The doom of Jerusalem
 2. The essence of true religion

II. Pre-exilic prophets

- A. Zephaniah: Prophet of God's day of wrath
- B. Nahum: Prophet of God's judgment on the Assyrians
- C. Habakkuk: Prophet of faith
- D. Jeremiah: Prophet of individual worship
 1. The sins of the people and the call to repentance
 2. Predictions of siege, exile, and death
 3. Foe from the north
 4. Grief of Jeremiah
 5. Promises of restoration

III. Exilic Prophets

- A. Ezekiel: Prophet of persevering faith
 1. The calling of Ezekiel
 2. The sins and punishment of Judah
 3. Ezekiel's allegories
 4. Responsibility of the individual
 5. Oracles against foreign nations
 6. Restoration of Hebrew kingdom
 7. Vision of New Jerusalem

BIBLICAL LITERATURE

III. Exilic Prophets - Continued

B. Second Isaiah: Prophet of the universal God

THE NEW TESTAMENT

I. Matthew

- A. Genealogy, birth and childhood of Jesus
- B. Baptism and temptation
- C. Sermon on the Mount
- D. Appointment of Peter
- E. Parables
 - 1. House on the rock and house on the sand
 - 2. Backsliding demoniacs
 - 3. Six parables on the new doctrine
 - 4. The lost sheep
 - 5. Unmerciful servant
 - 6. Laborers of vineyard
 - 7. The two sons
 - 8. The wedding feast
 - 9. Parables on preparedness
 - 10. Trial, crucifixion and resurrection

II. Mark

- A. Baptism and temptation of Jesus
- B. Death of John the Baptist
- C. Calling of the disciples
- D. Miracles
- E. Rescues at sea
- F. Feeding of thousands
- G. Parables
- H. Doctrinal teachings
 - 1. Re-evaluation of riches
 - 2. Respect for weak and helpless
 - 3. Redefinition of discipleship
- I. Controversies
 - 1. Galilee and Perea
 - 2. Jerusalem
- J. Revelation of messiahship and predictions of the crucifixion
- K. Women
 - 1. Jesus and the sinful woman
 - 2. Ministering women in Galilee
 - 3. Mary and Martha
- L. Trial before Herod
- M. Crucifixion
- N. Walk to Emmaus
- O. Resurrection and ascension

III. Acts of the Apostles

- A. Peter: The rock foundation of the church
 - 1. Early leadership
 - 2. Sermon of Pentecost
 - 3. The first Christian church

BIBLICAL LITERATURE

III. Acts of the Apostles - Continued

4. Peter's conflict with Jewish authorities
5. Judgment upon Ananias and Sapphira
6. Deaconship
7. Simon Magus
8. Cure of Aeneas and raising of Dorcas
9. Conversion of Cornelius
10. Herod Agrippa
- B. Stephen
- C. Philip
- D. Barnabas
- E. Paul
 1. Participation in the death of Stephen
 2. Conversion
 3. Escape
 4. Journey
 5. Council at Jerusalem
 6. 2nd Journey
 7. 3rd Journey
 8. Arrest and trial
 9. Imprisonment and hearings
 10. Voyage to Rome
 11. In Rome

IV. John: philosophical

- A. Prologue
- B. Miracles
 1. Water into wine
 2. Paralytic in Bethesda
 3. Man born blind
 4. Raising of Lazarus
- C. Allegories
 1. Good Shepherd
 2. The true vine

V. Epistles of Paul

- A. Epistles to the Thessalonians
 1. Promise of immortality
 2. Warning
- B. To the Corinthians
 1. Solutions and reassurances
 2. The Painful Letter
- C. To the Galatians
 1. Christian Declaration of independence
 2. Defense of credentials
 3. Christianity as a totally new religion
- D. To the Romans: faith

VI. The Revelation of John: Apocalypse

- A. Vision of Christ
- B. Letters to the seven churches
- C. God and the sealed book
- D. Disasters of the first 6 seals and the joys of the righteous
- E. The seventh seal and the seven trumpets
- F. The Antichrist and God's promise

BIBLICAL LITERATURE

VI. The Revelation of John: Apocalypse - Continued

- G. The seven vials of wrath
- H. The two judgments
- I. The new Jerusalem
- J. Conclusion

MATERIALS

A. Films

- 1. Rembrandt and the Bible - Dayton Public Library
- 2. Genesis - Greene County District Library
- 3. Holy Land - Background for History and Religion (4224) - West Central Area Media Center

NOTE: Since many films are religious rather than literary in orientation, the teacher must be selective.

B. Records:

- 1. Ecclesiastes - Caedmon TC1070 - James Mason reading
- 2. Judith (Apocrypha) - Caedmon TC1052-A - Judith Anderson reading
- 3. Job - Caedmon TC1076 - starring Herbert Marshall
- 4. Song of Solomon (Song of Songs) - Caedmon TC1085 - read by Claire Bloom and Claude Rains

C. Bibliography

- *Ackerman, James S., et al, Teaching the Old Testament in English Classes, Indiana University Press, Bloomington, Indiana, 1973 (\$4.95)
- Capps, Alton C., The Bible as Literature, Webster Division, McGraw Hill Book Co., New York, 1971.
- Landis, Benson Y., An Outline of the Bible, Book by Book, Barnes and Noble, Inc., New York, 1963.
- Trawick, Buckner B., The Bible as Literature, the Old Testament and Apocrypha, College Outline Series, Barnes and Noble, Inc., New York, 1970.
- Trawick, Buckner B., The Bible as Literature, The New Testament, College Outline Series, Barnes and Noble, Inc., New York, 1968.

*For teachers this book is most useful for its background information and especially for its complete bibliography and Index.

Translations of the Bible - a few used most commonly by students

- King James Version
- Revised Standard Version
- The New English Bible
- The Anchor Bible
- The Jerusalem Bible
- The Living Bible
- The Torah-Jewish Publication Society of America - 1962
- The Dartmouth Bible
- Good News for Modern Man
- "Tried and True" - Job for Modern Man - American Bible Society

BIBLICAL LITERATURE

MATERIALS - Continued

D. Miscellaneous sources of information

1. Abbott, W.A., ed., The Bible Reader: An Interfaith Interpretation, Bruce, 1969.
2. Asimov, Words from Genesis, Houghton Mifflin, 1962.
3. Bible As History, The, Morrow, 1956.
4. Bouquet, Alan C., Everyday Life in New Testament Times, Scribner, 1953.
5. Bryant, T., The New Compact Bible Dictionary, Zondervan, 1967.
6. Goodspeed, Edgar J., Famous "Biblical Hoaxes", Baker, 1968.
7. Harrison, G. B., ed., Bible for Students of Literature and Art, Doubleday, 1964.
8. Holy Land in the Time of Jesus, ed. of Horizon magazine, American Heritage, 1967.
9. Komoff, Samuel, Heroes of the Bible, Golden Press, 1966.
10. MacGregor, J., The Bible in the Making, Lippincott, 1959.
11. Macy, John A., Story of the World's Literature, Liveright, Ltd.
12. Miller, Madelaine J., Harper's Bible Dictionary, Harper and Row, 1952.
13. Oursler, Fulton, Greatest Book Ever Written, Doubleday, 1951.
14. Sanders, Paul D., ed., Twentieth Century Interpretations of Job, Prentice, 1968.
15. Stevenson, B.E., Home Book of Bible Quotations, Harper, 1949.
16. Trawick, Buckner B., The Bible as Literature: Old Testament History and Biography, Barnes, 1963.
17. Treasures from the Bible, Essential Press, 1944.

NOTES: The Public Education Religion Studies Center (PERSC) at Wright State University is a resource center that is being developed. Information can be obtained by writing PERSC, Wright State University, Dayton, Ohio, 45431. The center publishes a quarterly newsletter.

WOSU (8:20 A.M.) broadcasts Adventures in Judaism at 9:00 A.M. on Saturdays. They offer cassettes of twelve of their broadcasts, but do not indicate the price.

CHILDREN'S LITERATURE

Course Description

This course is open to all students, but those interested in working with children will benefit most. The course is designed to teach students how to select and present children's literature to youngsters. All types of literature, from nursery rhymes to myths and satire, will be studied. Materials for all age levels will be read and compared. Students are required to evaluate books, tell stories, make bulletin boards and take part in a play or puppet show for children.

- I. General Objectives: Give a basis for evaluation of children's literature and acquaint students with the various levels of it.
- II. Specific Objectives:
 - A. Identify whether the story should be read to the child or by the child.
 - B. Understanding the format of a child's book.
 - C. Recognizing the appropriate physical attributes of a child's book; size, color, thickness, ease of handling, size of print, clarity, and binding.
 - D. Interpreting illustrations as to appropriateness to the age of child according to color, credibility, identification, and position.
 - E. Analyzing the contents of a child's book according to word usage and vocabulary, type of story, and imagery.
 - F. Recognizing Newberry and Caldecott Award Winning Books by symbols on the books, and have an awareness of the basis for the awards.
 - G. Differentiating the various classroom levels of children's literature as to nursery rhymes, poetry, fantasy and fairy tales, animal stories, fables, folk tales, ballads, and satire.
 - H. Discussing and comparing various kinds of children's literature available in each of the levels.
 - I. Telling or reading stories appropriate to a specific age group in the Beavercreek Schools or Greene County Public Library.
 - J. Evaluating another student's presentation according to effect achieved, imagery depicted, attention attained, and creativity in planning and presenting the story.

III. Activities

1. Make a mobile that exemplifies the book.
2. Construct something of paper, plaster of paris, cardboard, or wood that demonstrates a scene, place, or situation in the book.
3. Dress dolls as characters from the story.
4. Make a diorama of the book.
5. Draw a picture to illustrate a character, an incident, or a place from the book.
6. If the book lends itself to such - make a map of the book - or a detailed map of the state or the country in which the story takes place.
7. Make a Chinese scroll that ties in with the story.
8. Make a book jacket for the book.
9. Make a comic strip type series of pictures, in sequence, summarizing the story.
10. Make a movie of the book - on rollers - in a cardboard box.
11. Make a sequence chart of the events of the book.
12. Make a dot puzzle for the class. The story is told, the class connects the dots, and something from the story appears. (Example: a covered wagon)
13. Make a poster to put in the library, or in a bookshop window, to advertise the book.
14. Make a collection of things, or a number of models, that are related to the story. Tell what each thing has to do with the story.
15. Perform an experiment described in the story.
16. Prepare a bulletin board of pictures and writings by three or more children who have read the same book.
17. Make a display that correlates with the book, example: seashells, rocks, etc.
18. Paint a mural. (Several may work on this if reading the same book.)
19. Make a clay model of some character or characters in the book.
20. Make a panel cartoon illustrating some humorous part of the story.
21. Pictures of main character to music, example: Peter the Wolf (record)
22. Give a chalk talk on board or with paper on flannel board. (Use interesting part of book.)

23. Use opaque projector to show a drawing from book or self-made.
24. Make folder for book - include your comments about book in folder, date read, etc. (Fun of reading what other students wrote.)
25. Make a collage (3-D picture) using seeds, beans, macaroni, shells, grass, branches, twigs, fabric, paper, beads, etc.
26. Make a booklet of interesting facts about an animal, bird, etc. featured in the story.
27. Write and produce a play that either summarizes the story, or portrays a particular scene from the story.
28. Make one or more hand-puppets to dramatize a scene from the story.
29. Make string, paper bag, or stick puppets of characters from the story, and then put on a puppet show with them.
30. Plan a charade using the title of the book.
31. Have your classmates act out a scene from the story, while you read the scene from the book.
32. Have the characters from two biographies meet each other.
33. Write a character description of the people in the story. Have other members of the class pretend to be these characters, after they have read the written descriptions.
34. Make an alphabet book - from A to Z - of words that are connected with the story.
35. Write ten vocabulary words from the book on the chalkboard. See if the class can pronounce and define them.
36. Write a short resume of the book. Leave the key words blank. Give the class clues to help them fill in the blanks.
37. Make up three to five riddles - from which the class will guess the title of the book. It is well that you make up a riddle for each word of the title.)
38. Find words in the story that fit these categories: colors, foods, flowers, pets, proper names, places, etc.
39. Make a picture dictionary of vocabulary words from the book. The words would be arranged alphabetically, and illustrated by a picture or a sentence.
40. Make a formal book report. This must be written, passed to the teacher, then delivered orally to the class.
41. Write a poem which summarizes the story told in the book.

42. Prepare a list of ten statements from the story. Put them on the board in "mixed-up" form. Have the class try to arrange them in sequence.
43. Make a list of "feeling" words from the story. What feeling did the author want you to have? Do you get the same feeling from saying this word apart from the story?
44. Prepare a report that will tell how you feel about the book. Did you enjoy it? Why? Why not? To whom, or for whom would you suggest this book?
45. Write a letter to a friend recommending a book you have read.
46. Read, or tell about, an exciting incident from the story-stopping where the suspense builds up.
47. Read a descriptive passage from the book - one in which the words give the feeling in sound that the author is trying to make the reader feel as he reads the book.
48. Auction the book by telling successively more tantalizing events from the plot. How much will you pay?
49. Read biographical material on the author. Read it to the class. Include other books the author has written.
50. Guess the title of the book. Start by giving the class minute clues from the story - and advancing to obvious ones - if necessary
51. Move the story from the era in which it takes place - to the present time. Tell what changes would have to be made by the author
52. Briefly recount the history of the times in which the story takes place.
53. Answer for the class the "WH" questions about the book: When, where, what, who, and why the story was written.
54. Prepare a debate on something that is connected with the story. (Should one earn money, or have an allowance.)
55. Pretend to interview the author. You would have to prepare the questions and have a classmate ask them of you - the author.
56. Read three or more books by the same author - or find children in the class who have read another book by your author. Discuss the books and try to find some thread that identifies this author. (E.B. White-animated animals.)
57. Tell what has been learned from the book, especially in science or nature study.
58. Dress yourself up to be the main character of the story. Give the class oral clues so that they might guess who you are:

I was born in 1731.

I live in a big house in Concord, Massachusetts.

59. Be a salesman from a publishing house. Try to sell the book to children
60. Re-write the ending of the book to make it suit your idea of a proper ending
61. Make up a code and write book report incoded form. Give key for code.
62. Find out about the author and report to the class.

GREAT AMERICAN WRITERS

Course Description

Great American Writers deals directly with the study of twelve to fifteen American Authors of note. Students study novelists, tale-tellers, playwrights, and poets who have shaped American literature. Required reading includes material on the authors and the actual works of the writers. Evaluation will be based on essay and objective tests, quizzes, papers, and oral presentations. Authors the student might study include Poe, Hemingway, Twain and Steinbeck. This course is particularly important to the college bound student.

General Objective: To recognize the major philosophical changes that the great American writers either reflected or inspired and to recognize that this course is just the beginning of their experience in American Literature.

Specific Objectives:

1. To recognize major historical periods of American literature and the influence of history on literature.
2. To learn the standards of literary criticism.
3. To get the student to understand that a good vocabulary comes from wide reading.
4. To recognize the uniqueness of each writer's style.
5. To learn literary terms, such as, symbolism, free verse, elegy, satire, irony, romanticism, Puritan ethic, naturalism, Calvinism, realism, etc.
6. To recognize recurring themes.
7. To see that political and racial issues influence American literature.
8. To define and understand the term American hero as it applies to each generation.
9. To arrive at an individual definition of what a Great American Writer is.
10. To take and pass essay tests
11. To decipher the effect of each author's life on his works.
12. To understand America's unique contributions to the stage, the novel, the story, and the poem.

A suggested List of Authors:

Washington Irving	Nathaniel Hawthorne	Henry James
James Fenimore Cooper	Herman Melville	Stephen Crane
Edgar Allan Poe	Walt Whitman	Eugene O'Neill
Ralph Waldo Emerson	Emily Dickinson	Robert Frost
Henry David Thoreau	Mark Twain	Tennessee Williams
Sherwood Anderson	F. Scott Fitzgerald	Ernest Hemingway
William Faulkner	Ambrose Bierce	John Steinbeck

Since the course has 12 weeks, it is a good idea to limit the studied authors to a maximum of 12. Thus, one is assured of enough time to properly cover the material. Other authors should at times be talked about in order to give students a full sense of American development in literature.

Suggested Activities

Unit 1: The Romantics, Poe and Irving (Student Activities) Sample Unit plan

Suggested Reading List

Group A

"The Devil and Tom Walker" Irving
"Rip Van Winkle" Irving
"The Legend of Sleepy Hollow" Irving
"The Black Cat" Poe
"The Cask of Amontillado" Poe
"The Telltale Heart" Poe
"The Pit and The Pendulum" Poe
"Ligeia" Poe
"William Wilson" Poe

Group B

"Sonnet - to Science"
"Israfel"
"To Helen"
"The Sleeper"
"Lenore"
"The Raven"
"Annabel Lee"
"The Conqueror Worm"

Group C

"The Purloined Letter" Poe
"Murders in the Rue Morgue" Poe
"The Mystery of Marie Roget" Poe
"Ms. Found in the Bottle" Poe
"Descent into the Maelstrom" Poe
A History of New York (Chapters 7 & 8) Irving
A Tour on the Prairies (Chapters 5) Irving
Other material by these authors with teacher approval

Instructions

1. Each student must read all stories in group A. Quizzes should not surprise anyone. They may occur at any time. Thus, one should always be prepared.
2. Each student must sign up to do a group presentation on one story from group A. This presentation should be oral and visual. The most interesting approach would be to choose the most interesting portions of the story and present these to the class.

Some Suggestions

- a. Do a short skit dramatizing the story in front of the class.
 - b. Play a tape of action packed and vivid passages and show pictures illustrating them as it is played for the class.
 - c. Do a shadow box on a particularly interesting or important scene.
 - d. Do a bulletin board on the theme or an extremely important scene.
 - e. Other options if approved by teacher.
3. All students must participate in discussions of stories from group A.
 4. All students must read poems in group B, participate in class discussions, and complete any assignments given.

5. If the student completes all of these requirements, he will receive a "C."
6. A student wishing a "B" will complete all of the above requirements. He will, also, submit a short story report on one of the stories from group C. A student wishing an "A" will do two such reports. To receive an "A" or a "B" one must have the proper quality of work.

Sample Short Story Report

Title _____

Author _____

Name _____

Plot (One or two complete sentences)

Conflict (One or two complete sentences identifying the specific conflict of this story.)

Setting (One or two complete sentences)

Theme (One or two complete sentences)

Opinion on the quality or style of the story (75 - 150 words in a unified, coherent paragraph)

Teacher Activities

1. Present material on the gothic traits in writing.
2. Present material on romanticism.
3. Lecture on the author's lives.
4. Conduct class discussions on the poems and the stories.
5. Have a student or students do dramatic readings of some of the poems.
6. Present material on sound techniques used in Poe's poetry.

Specific Objectives

1. Students will be able to identify gothic traits in Irving and Poe stories.
2. Students will recognize the characteristics of Romanticism in Poe and Irving.
3. Students will demonstrate a rudimentary knowledge of the style of each author.
4. Students will see the influence of the writer's life on his work.
5. Students will be able to identify Poe's and Irving's ideas of an American Hero.

Unit II Emerson and Thoreau

Student Activities

Suggested Reading List

"Nature"

"Language"

"Hamatreya"

"The Snow Storm"

"Give All To Love"

"Xenophanes"

Continued Suggested Reading List

"Concord Hymn"

"Voluntaries"

"Walden Where I Lived and What I Lived For"

Excerpts From "Civil Disobedience"

Activities

1. Students will paraphrase famous sayings by Emerson and tell why they think the sayings caught on.
2. Students will place Thoreau in modern situations and try to predict his reactions.
3. Reports can be given on Brook Farm, Margaret Fuller, The "Dial," Transcendental meditation, The Alcotts, Buddhism, Civil Disobedience, and John Brown.

Specific Objective

Students will demonstrate an understanding of the philosophies of Emerson and Thoreau, and the differences between the two.

Unit III: Hawthorne

Suggested Reading List

"Young Goodman Brown"

"The Minister's Black Veil"

"The Birthmark"

"The Maypole of Merrymount"

Extra

The Scarlet Letter

The Blythedale Romance

The Marble Faun

The House of Seven Gables

Activities

1. Students can present reports on witchcraft, devil worship, and puritanism.
2. Material can be read on the real Salem witch trials.
3. The Crucible could be viewed.
4. Students could make bulletin boards depicting the dress of the time.
5. Students can take notes on Hawthorne's life.

Objectives

1. Students will demonstrate their understanding of the precepts of Puritanism through answering questions on a written or oral quiz.
2. Students will perceive the effect of the Hawthorne's background on his writing.

Unit IV: Two opposing views Whitman and Dickinson

Whitman Activities

1. Students can give reports on the Civil War, The weapons used, advances in medical technology, etc.
2. Students could present a poem of their choice by these authors to the class.
3. This could be done in groups.
4. Students could take notes on the lives of both authors.
5. Two students could be assigned to become the authors for a day and answer any questions pertaining to their lives and works during class time.

Objectives

1. Students should understand and demonstrate the effect of the Civil War on Whitman's writing.
2. Students will demonstrate the influence of a father figure in the life of Emily Dickinson.

Unit V Mark Twain The Beginning of Modern American Literature

Suggested Readings

- "The Case of Hyde Vs Morgan"
- "The Story of the Old Ram"
- "Cruelty to Animals: The Histrionic Pig"
- "Jim Baker's Blue Jay Yarn"
- "The Man That Corrupted Hadleyburg"
- "The War Prayer"
- "Whittier Birthday Dinner Speech"
- Huckleberry Finn
- "The Mysterious Stranger"
- "How to Tell a Story"

Activities

Students can participate in a panel discussion on the following topics

1. Who is smarter Huck or Tom?
2. Discuss the river as a symbol of freedom in the story.
3. Is Mark Twain a Racist?
4. Discuss the different viewpoints concerning religion presented in Huck Finn.
5. Twain is sometimes criticized for his inability to characterize women. Apply this to Hick Finn.
6. What views of various academic subject (school and book learning) are presented in the book?
7. Discuss Twain's use of dialect in Huck Finn.
8. Discuss Twains use of humorous devices, such as, exaggeration, satire, etc.
9. Have students draw pictures of characters that Twain describes.
10. Have students read one of Cooper's works and then read Twain's criticism of Cooper and see if they agree.
11. View Tom Sawyer or Huckleberry Finn and compare them to the books. Listen to "Mark Twain" Tonight by Hal Hobbrook.

Objectives

1. Students should learn the difference between humor and wit.

2. Students will be able to identify various humorous devices.
3. Students will comprehend Twain's view of experience vs. book learning.
4. Students will be acquainted with the elements of realism in Twain.

Unit VI: The Beginnings of American Drama O'Neill and Williams

Suggested Readings

Beyond the Horizon
Desire Under the Elms
The Glass Menagerie
Streetcar Named Desire

Activities O'Neill

1. Divide the class into groups of five using the play chosen to be read by each student as a guide. Provide study questions for each group, and allow them to discuss under the guidance of an appointed leader.
2. Assign parts and have students read one of the two plays in class.

Objectives

1. Students will take notes on the history of drama and the elements of tragedy.
2. Students will take and pass an essay test covering the elements of romanticism in O'Neill's plays.

Williams Activities

Same as above

Objectives

1. Students will recognize Williams' unique ability to develop characters, particularly women.
2. Students will recognize the difference in believability between O'Neill and Williams.
3. Students will recognize Williams' more sophisticated staging techniques.

Unit VII Fitzgerald and Hemingway The Lost Generation

Fitzgerald

Suggested Readings
The Great Gatsby
"The Ice Palace"

Activities

1. Students will do reports on the customs, hair styles, clothing, dance fads, movie stars and celebrities of the times.
2. Students could view the movie The Golden Twenties.
3. The historical importance of the Great War, the roaring twenties,
4. The Depression, and WWII should be explored.

Objectives

1. Students will recognize the influence of the quest for wealth; the insanity of Zelda on his work.
2. Students will understand Fitzgerald's theory on regionalism in the U.S.

Hemingway
Suggested Readings

The Old Man and the Sea
"The Killers"
"The Capital of the World"
"Soldier's Home"
"A Clean Well-lighted Place"

Activities

1. Students will view the movie Hemingway
2. Students can give reports on Hemingway's views on communism, dictatorships, bullfighting, hunting, etc.
3. Students can try to understand the relevance of the Old Man and the Sea to his own life.
4. A special discussion could be held concerning organized crime in reference to the killers.

Objectives

1. Students will perceive the effect of Journalism on the style of Hemingway.
2. Students will discover the new realism created by Hemingway.

Unit VIII Faulkner - The Impossible

Suggested Readings

"A Rose for Emily"
"Dry September"
"The Bear"

Activities

1. Students will decipher the clues to the crimes in all three stories.
2. Students could look up information on Faulkner's imaginary county.

Objectives

1. Students will recognize the unique ambiguity of Faulkner's style.
2. Students will recognize his contribution to point of view.

Steinbeck UNIT IX

Suggested Readings

The Pearl
Of Mice and Men
"The Flight"
"Molly Morgan"
The Grapes of Wrath

Activities

1. Students could dramatize sections or scenes from one of Steinbeck's works.
2. Draw a map tracing the migration of the Joad's
3. View the movie The Grapes of Wrath.

Objectives

1. Students will perceive the changes in subject matter of realism.
2. Students will note the simplicity of style as opposed to Faulkner.
3. Students will recognize the new type of social criticism that originated with Twain.

Great British Writers

Course Description:

Great British Writers is open to all students not enrolled in Shakespeare or Survey of English Literature. The course is an in-depth study of the life and writings of no less than five and not more than seven representative authors. The authors will include poets, playwrights, novelists, and essayists. Written papers and oral reports are required.

GREAT BRITISH WRITERS

- I. General Objective: To identify and to understand the qualities that make great literature as reflected in the writings of the Great British authors.

II. Specific Objectives

1. To read poetry, plays, short fiction and essays by outstanding British writers.
2. To recognize the names and writings of the principal British writers and the periods in which they wrote.
3. To recognize and to understand such concepts as plot, character, theme, setting, symbol, irony, and satire.
4. To learn what factors in their heredity and environment influenced the writers.
5. To realize that these writings are a part of our American culture.
6. To enlarge the students' sensitivity to the present through a study of great literature.
7. To understand that while customs, attitudes, politics and language change, human nature does not.
8. To recognize that the themes which concerned the major British writers still concern American writers and the students themselves.
9. To increase the scope of the vocabulary of the students.
10. To attend related live performances and to view related television presentations.
11. To exercise and to improve the reading skills of the students.

III. Activities

The class will stress individual research that will be shared with the class.

1. Each student will create a bulletin board pertaining to the course.
2. Each student will read one or more of the Canterbury Tales.
3. Students will experience Middle English by listening to a record while following in the text.
4. Vocabulary will be studied with each selection.
5. Written and oral presentations of research will be done on topics parallel with the literature. Suggested areas are the history of the Church in England, the evolution of English law, education, dress, customs, and social behavior, music, drama, the monarchy, and famous persons (no biographies).

6. Each student will make a time line of the monarchy, outstanding events, and American history contemporary with great British literary works.
7. Students will analyze the effect of war on these selections
8. A variety of selections will be read tracing the development of the novel.
9. The students will appreciate the importance and influence of patrons on writers, artists, and poets.
10. The students will recognize the impact of Lyrical Ballads by Wordsworth and Coleridge on poetry.
11. The students will recognize the techniques of satire, the motives of the author, and the influence such selections had.
12. The students will debate why England has produced such a great quantity of quality literature.

IV. Resources

- A. Movies: Montgomery County (number of minutes given; must be ordered at least one month in advance)
 1. Chaucer's England-color-30 minutes
 2. England: Background of Literature-11 minutes
 3. English Literature: The Romantic Period-color-14 minutes
 4. George Bernard Shaw-26 minutes
 5. Hamlet: Age of Elizabeth-color-30 minutes
 6. Hamlet: What Happens in Hamlet-color-30 minutes
 7. Hamlet: The Poisoned Kingdom-color-30 minutes
 8. Hamlet: The Readiness is All-color-30 minutes
 9. Macbeth: Character-color-21 minutes
 10. Macbeth: Imagery-17 minutes
 11. Macbeth: Patterns of Sound-color-13 minutes
 12. Macbeth: Sense of Tragedy-color-15 minutes
 13. Macbeth: Turning Points-color-19 minutes
 14. Macbeth: Politics of Power-color-28 minutes
 15. Macbeth: The Themes of Macbeth-color-28 minutes
 16. Macbeth: The Secret'st Man-color-33 minutes
 17. Early Victorian England and Charles Dickens-color-30 minutes
 18. Literature Appreciation: How to Read Essays-14 minutes
 19. Literature Appreciation: How to Read Plays-11 minutes
 20. Literature Appreciation: How to Read Poetry-11 minutes
 21. The Sea: Background for Literature-color-11 minutes
 22. What is Poetry?-color-10 minutes
 23. What's In a Play: Dramatic Action-color-17 minutes
 24. William Shakespeare: Background for his Works-color-13 minutes
 25. Yeats Country-color-18 minutes
- B. Filmstrips
 1. Macbeth
 2. Shakespeare's Theatre: They Playhouse Comes to London
 3. Introduction to William Shakespeare
 4. Hamlet
 5. Henry V
 6. Great Writers of the British Isles (Part II: Shakespeare-theatre and play)

LITERATURE OF MINORITY GROUPS

Course Description

This course is open to junior and senior students who want to know more about the life, history, and culture, as reflected in the literature, of ethnic groups (people who share racial, linguistic and/or cultural ties) in the United States. The course will give strong emphasis to Afro-American and American Indian Literature, although it will also include Mexican-American, Asian-American, and American-Jewish literature-fiction, nonfiction, poetry, and drama-the selections, for the most part, being brief and stimulating. Course content will rely heavily on class discussion based on supplementary reading, records and films. In addition to the texts, the reading of four books will be required.

General Objectives:

Through both selected literature and reading of the student's choice and open discussion of these materials, this course should:

1. Broaden each student's knowledge, understanding, and respect for people of ethnic background different from his own.
2. Assist in destroying attitudes of racial, social, and economic bigotry.
3. Help the student become acquainted with and appreciative of the best American authors representative of the following minority groups: Afro-American, American Indian, Mexican-American, Asian-American and Jewish

Specific Objectives:

1. Recognize how the history of a minority group has shaped the development of its literature-in poetry, essays, short stories, biography, speeches, novels and drama
2. Recognize minority group stereotypes and trace how the portrayal particularly of the Afro-American and American-Indian has changed through the years in white literature and media.
3. Recognize the recurring social themes in ethnic literature.
4. Identify the different types and wide range of folk literature of the various ethnic groups.
5. Identify the important authors, past and present, of each minority group, to recognize the unique contribution of each author and perceive how his background influenced his writing.
6. Improve reading, writing, reporting and discussion skills as well as adding to general vocabulary.
7. Research and prepare either an oral or written in-depth report on some aspect of the history, culture, or literary contribution of any minority ethnic group in the United States.

Activities

1. Class discussion based on required reading from anthologies:
2. Class discussion based on supplementary reading of each student's choice from newspapers, books, magazines, etc.
3. Composition
 - a. Reaction papers to supplementary reading and class discussion
 - b. Analyses of themes in literary selections
 - c. Editorials
4. Dramatic readings of poetry and prose by both teacher and students.
5. Movies, records, and filmstrips

6. Reading, discussion, testing on required novels, e.g. Native Son, Black Elk Speaks, The Chosen
7. Dramatizations, e.g. A Raisin the the Sun, The Drinking Gourd.
8. Five to ten minute presentation by each student of one issue of a current ethnic magazine.
9. Video-taping and playing of television interviews, musical and dramatic programs, and group discussions of ethnic relevance.
10. Oral or written research report on some aspect of the history, culture, or literary contribution of an ethnic group.
11. Preparation of a bulletin board relevant to a minority group.
12. One student each week announcing T.V. programs of ethnic relevance recommended for viewing.
13. Field trips, e.g. World a'Fair&& Paul Laurence Dunbar home.
14. Guest speakers
15. Feast days-student prepared food or food from carry-outs specializing in soul food, Mexican, Chinese and Japanese dishes etc.

Textbooks used in the Houghton Mifflin anthology series:

1. Afro-American Authors-Adams
2. American Indian Author-Momaday
3. Mexican-American Authors-Paredes
4. Asian-American Authors-Hsu & Palubinskas

Students will have to purchase several paperbacks.

MAINSTREAM LITERATURE

Course Description

Mainstream Literature involves introducing students to different forms of literature which are popular in America. Content would include science fiction, fantasy, supernatural, mystery literature, romantic literature, and sports literature. Students will read novels, essays, short stories, poetry and plays.

I. General Objectives

- A. Introduce students to different forms of literature which are popular in America and use these forms of writing as a basis for studying the novel, essay, short story, poetry, and drama.

II. Specific Objectives

- A. To differentiate good literature from mediocre or bad literature
- B. To understand that popular literature is not synonymous with good literature
- C. To study the culture of America as shown in types of popular literature
- D. To introduce students to deductive reasoning
- E. To make them more observant readers
- F. To distinguish between fantasy and realism
- G. To get a better grasp of literary terms
- H. To aid students in writing book reviews and summaries
- I. To evaluate bias on the part of a biographer
- J. To acquaint students with well-known popular writers:
 - 1. Agatha Christie
 - 2. Paul Gallico
 - 3. Ray Bradbury
 - 4. Isaac Asimov
- K. To help instill in the student a love of reading for entertainment
- L. To aid students in developing vocabulary and reading skills by using reading which is within their experience
- M. To develop imagination in the students
- N. To teach students effective note taking

Sports Unit - Mainstream Literature

I. Activities

- A. Give background on the Olympics as a basis for note taking
- B. Discuss how sports writing can be considered literature
 - 1. Quote from S.T. Coleridge Literature treads the high road of life. It often provides a clear mirror to the times in which it was written. Literature should be alive, literate, lucid and interesting.
- C. History of sports
- D. Prepare a dictionary of sports terms
 - 1. Jargon for specific sports
 - 2. Part of speech; derivation, meaning synonyms
- E. Write a biography on another student following the example of sports biographies
- F. Write a descriptive paragraph describing an athlete in motion
 - 1. Use movie or video tape as preparation
- G. Have students write a sports article based on fact
- H. Discuss the role of the athlete in our society
- I. Discuss why sports writing is primarily non-fiction
- J. Discuss essay writing
- K. Discuss biographical writing
- L. Introduce elements of literature
- M. Discuss why people are interested in sports both as competitors and spectators

II. Reading (* indicates teacher copy only)

- A. Reference
 - 1. Sports Almanac*
 - 2. Sports Illustration (other magazines)
 - 3. My Wide World* - Jim McKay
 - 4. Highlights of the Olympics:- John Durant
 - 5. How Did Sports Begin* - R. Brasch
- B. Copy Center
 - 1. Short Stories
 - a. "Only Way to Win"
 - b. Flashing Spikes

- c. "You Can Look It Up"
- d. "He Swung and He Missed"

2. Essays

- a. "Innocent at Rinkside"
- b. "Requiem For A Hustler"
- c. "A Champion Proves His Greatness"
- d. "Jackie Robinson"
- e. "Love That Woody"
- f. "Bull Fighting"
- g. "His Majesty the King"
- h. "Farewell to the Babe"
- i. "Who Do You Think You Are-Dempsey?"
- j. "The Marathon"
- k. "George Gipp"

3. Poetry

- a. "Casey at the Bat"
- b. "To James"
- c. "Double Play"
- d. "Sea Side Golf"
- e. "The Pitcher"
- f. "To An Athlete Dying Young"
- g. "Foul Shot"

C. Suggested Novels

- 1. Maurie
- 2. Loneliness of the Long Distance Runner
- 3. The Contender
- 4. When All the Laughter Died in Sorrow
- 5. The Wizard of Westwood
- 6. Nerve

III. Resources

A. Films

- 1. "Hot Dog Skiing"- Modern Talking Pictures
- 2. "Jim Thorpe Story"-Greene County Library
- 3. "The Name of the Game is Hockey"-M T P
- 4. "All Star Pitching Tips"-Geneval Mills Corp
- 5. Gospel Films Inc.
 - a. "Bobby Richardson Story"
 - b. "Tom Landry"
- 6. Murray Motion Picture Service
 - a. "Endless Summer"
 - b. "Requiem for a Heavy Weight"
 - c. "1972 Olympics"
 - d. "Maurie"

B. Possible T.V. Sources

- 1. PBS- "The Way It Was"
- 2. ABC- "Super Stars"
- 3. Check "Phil Donahue", "Tomorrow," specials

C. Speakers

- 1. Bob Schul - Olympic gold medal winner
- 2. Phil Hallman- retired newspaper man

3. Dave Long - Dayton Daily News
4. Dennis Jansen - WLW-D Sports caster
5. Si Burick - Dayton Daily News
6. Sports editor - Beavercreek News
7. Harry Ludom - G.A. (gambling in sports)
8. Fairborn Karate School

D. Other sources of Information

1. Reference library - Dayton Newspaper
2. Athletic Offices - U.D. and Wright State

E. Suggested Topics for Reports

1. The Long Count
2. Triple Crown Winners
3. Problems of the USOC
4. Politics in the Olympics
5. So - called minor sports
 - a. barrel jumping
 - b. LaCrosse
 - c. Chess
5. History of auto racing
7. Golden Gloves
8. Financing the Olympic teams
9. Drugs in athletics
10. AAU
11. NCAA
12. NIT
13. NAIA
14. See Sports Almanac and Play It Again, Bud

Romantic Literature - Mainstream Literature

I. Activities

- A. Acquaint students with names of better romantic writers.
 - 1. Daphne Du Maurier
 - 2. Helen McInnes
 - 3. Charlotte Bronte
 - 4. Dorothy Eden
 - 5. Victoria Holt
 - 6. Irving Stone
- B. Discuss the gothic tradition in romantic literature
- C. Differentiate between good fiction and the poorly written popular fiction
- D. Explain how a book becomes a best seller and what this means regarding the merits of a book.
- E. Define basic plots of most romantic fiction
- F. Discuss romantic in terms of people to people relationships rather than romantic love
- G. Discuss famous pairs in history and literature
 - 1. Nicholas and Alexander
 - 2. Scarlett and Rhett
 - 3. Romeo and Juliet
- H. Have students write answers to problems in Advice to Lovelorn column
- I. Use reading to study and discuss literary terms

II. Reading

- A. Reference
 - 1. Love Has Many Faces*
 - 2. Any Human to Another*
 - 3. Love*
- B. Copy center
 - 1. The Private War of Ollie Winter
 - 2. Circle
 - 3. "Mother in Mannville"
 - 4. "Duke s Children"
 - 5. "All the Years of Her Life"
 - 6. "The Jade Goddess"
 - 7. "On the Sidewalk Bleeding"
 - 8. "Broker s Special"
 - 9. The Eyes of Love
 - 10. Epicac
- C. Suggested Novels and/or Authors
 - 1. Rebecca (Daphne DuMaurier)

2. The Loved One
3. Harold & Maude
4. Dr. Zhivago
5. Gone With The Wind
6. Maurie
7. The Survivors
8. Flowers For Algernon
9. Lust For Life
10. Agony and Ecstasy
11. My Darling, My Hamburger
12. Jane Eyre
13. Wuthering Heights
14. The Woman Who Would Be Queen
15. Sunshine
16. The Other Side Of the Mountain

III. Resources

A. Films

1. Rebecca

B. Possible T.V. Sources

1. ABC movie: Sunshine
2. The Woman He Loved - T.V. movie

Mystery Literature - Mainstream Literature

I. Activities

- A. Create a perfect crime
- B. Use police report procedure for quizzes and book reports
- C. Minute mysteries
- D. Who Owns the Zebra
- E. Characterize famous detectives
- F. Research true crimes.
- G. Acquaint students with authors and the characters they created
(See Crime and Detection)
 - 1. John Creasey - The Baron: Patrick Dawlish: The Toff
 - 2. Ross Mc Donald - Lew Archer
 - 3. John Mc Donald - Travis McGee
 - 4. Emma Latham - John Putnam Thatcher
 - 5. Ed McBain (Evan Hunter) - 87th Precinct: Steve Carella, et al
 - 6. Del Shannon - LAPD. Lt. Mendoza, et al
- H. Review different types of mystery literature
 - 1. Police Procedural
 - 2. Espionage
 - 3. Gothic
 - 4. Non-fiction
 - 5. Detective
 - 6. Crime
- I. Discuss the history of mystery writing
 - 1. Poe
 - 2. Collins
- J. Review literary elements in connection with reading
- K. Discuss different aspects of criminology
 - 1. Graphology
 - 2. Forensic Medicine
 - 3. Serology etc.
- L. Background on the creation of law enforcement agencies and their effect on mystery writing
 - 1. Scotland Yard
 - 2. Sureti
 - 3. Pinkerton Agency

II. Reading

- A. References
 - 1. A Mystery Reader: Stories of Detection, Adventure, and Horror

2. The Century of the Detective
3. Agatha Christie: Mistress of Mystery
4. The Hard Boiled Detective
5. Famous Mysteries (1 class set)

B. Class Reading and Copy Center

1. Crime and Detection - text
2. Inferences (work Sheet)
3. "The Black Ledger"
4. "Fog on Pemble Green"
5. "Sorry, Wrong Number"
6. "The Black Cat"
7. "Caught Between the Lines"
8. Beware of the Dog"
9. "The Speckled Band"

C. Suggested Novels and authors

1. And Then There Were None
2. In Cold Blood
3. Murder Must Advertise
4. Seven Days in May
5. They've Shot the President's Daughter
6. Helter Skelter
7. Girl on the Volkswagen Floor
8. The Doorbell Rang
9. Anatomy of a Murder
10. Final Verdict
11. Maltese Falcon
12. The Thin Man
13. The Long Goodbye
14. The Moonstone
15. Ross McDonald
16. Hohn MacDonald
17. Del Shannon
18. Ed McBain
19. Emma Latham
20. Charlotte Armstrong
 - a. Gift Shop
 - b. Lemon in the Basket
 - c. Balloon Man
21. Phyllis Whitney
22. Helen MacInnes
 - a. Snooze of the Hunter
 - b. Neither Five Nor Three

III. Resources

A. Films

1. Ten Little Indians
2. Sam Shepherd: Free press vs Free trial (Mont. Co. Film Lab)
3. Crime and Criminals - (Mont. Co. Film Lab.)
4. In Cold Blood
5. Woman in White
6. Spiral Staircase

B. T.V. Sources

1. Watch interview shows for related material
2. Ellery Queen
3. The Thin Man

C. Speakers

1. Police Detective
2. Hand writing analyst
3. Lawyer
4. Social worker

D. Suggested Topics for Research

1. Birdman of Alcatraz
2. Lincoln assassination
3. Bonnie and Clyde
4. Pinkertine Agency
5. Butch Cassidy
6. Scorpio
7. Loeb and Leopold
8. Sam Shepherd
9. Charlie Ross Kidnapping
10. Lindbergh Kidnapping
11. Charles Manson
12. Boston Strangler
13. Mary Rogers
14. Dr. Crippen
15. Jack the Ripper
16. Various authors
17. Famous lawyers
18. Lee Harvey Oswald
19. Jack Ruby

Science Fiction Unit

I. Activities

1. Discuss possibilities of new frontiers
2. In group, write science fiction plays
3. Movie reviews
4. Characterize past science fiction heroes
5. In depth study of science fiction authors
6. Design own utopia

II. Resources

A. Texts and References

Science Fiction: The Future-Dick Allen
Science Fiction-Patterns in Literary Art
Look Back on Tomorrow-Worlds of Science Fiction
Science Fact-Fiction
People Machines-Jack Williamson

B. Films

Collossus-The Forbin Project
Fail-Safe
Them
Soylent Green
The Day the Earth Stood Still
Planet of the Apes
The Omega Man

III. Suggested Reading

1984-George Orwell
Brave New World-Aldous Huxley
Dune-Frank Herbert
C. City-Clifford Simak
The Illustrated Man-Ray Bradbury
Dandelion Wine-Ray Bradbury
Stranger in a Strange Land-Robert Heinlein
Glory Road-Robert Heinlein
Earth Abides-George Stewart
The Disappearance-Phillip Wylie
When the World Collides-Phillip Wylie
After the World's Collide-Phillip Wylie
Famine-John Creasey
Foundation Trilogy-Issac Asimov
The Hobbit- Tolkien

Mythology

Course Description

This course includes myths of the entire world. There are four major divisions: Near Eastern and Asian, Greek-Roman, Norse, and North and South American. The student will recognize types of myths, recurrent themes in myths and mythological allusions. The student will study the historical and cultural background of the peoples involved. Requirements are the reading of the four texts issued, supplementary readings, oral presentations, tests and a final exam. This course fulfills, the second literature requirement.

I. General Objectives

To study myths of the world, relating them to literature and to present day life.

II. Specific Objectives:

1. To read myths of the entire ancient world.
2. To recognize various types of myths.
3. To understand prevalent themes of myths, especially those dealing with the creation and destruction of the world and its people.
4. To perceive recurrent characters in myths.
5. To become aware of remnants of ancient myths in present life.
6. To recognize allusions pertaining to mythology in media of all types.
7. To learn the historical and cultural background of peoples whose myths are read.
8. To relate myths to the student's own life.
9. To expand the student's vocabulary.
10. To improve the student's reading skills.
11. To learn the geographic location of the peoples studied.
12. To realize the contributions of philology, history, art, anthropology, and archaeology to our understanding of mythology.

III. Activities

- A. Read assigned selections from the four texts.
- B. Present supplementary readings in oral form to share with class and in written form to further own personal interests.
- C. Present major research on one regional mythology.
- D. View appropriate television programs.
- E. Cull from all media-magazines and newspapers especially references to mythology.
- F. Note references from myth in science fiction.
- G. Make drawings, diagrams, genealogical charts and other visuals.
- H. View many of the numerous films available.
- I. View filmstrips.
- J. Listen to cassettes.
- K. Draw maps of major areas studied to become acquainted with locations and place names.
- L. Take field trips to the Dayton Art Museum and Indian Museums.

- M. Present slides, pictures, films, artifacts, etc. acquired while on trips.
- N. Present outside speakers located by the students.
- O. Make bulletin boards.
- P. Read, listen to, and present to class operas based on mythology.
- Q. Attend or read Greek Tragedies.
- R. Bring to class foods native to the areas studied.
- S. Take part in events such as the October Fest and the World A "Fair.
- T. Visit one of the centers based on Hindu and Buddhist philosophy springing up in the area.
- U. Attend and report on Yoga classes.
- V. Study and learn well the various disciplines that contribute to mythology: art, archaeology, sociology, anthropology etc.
- W. Make a time line of the beginnings of civilization in various parts of the world.

Regional American Literature

In this course the approach to American literature is by region: the Northeast (mainly New England); the South; the Heartland (special emphasis in Ohio); and the West (everything west of the Mississippi). The course will involve authors whose works are strong in "local color" and regionalism. Characters in folklore, the various dialects, and regional humor will be studied, use being made of films and records. Course requirements include the reading of a book representative of each of the four geographical areas, short written reports, and an in-depth report which the student may choose from a wide variety of topics. Several paperbacks will be purchased by the students. This course fulfills the requirement for American literature.

REGIONAL AMERICAN LITERATURE

General Objectives:

Through a regional approach to American literature, the aims of this course are:

1. To trace the settling and development of the United States through the literature which emerged from four broad areas: the Northeast (mainly New England); the South; the Heartland (special emphasis on Ohio); the West (west of the Mississippi River). To instill, through this examination, an appreciation of America's literary heritage.
2. To understand the unique geographical, religious, cultural, and commercial influences on each section of the country; to appreciate how literature reflects the way in which these various influences have shaped the character of the American people.
3. To perceive that our literature presents two sides of the coin, that it represents a failure to achieve the American dream and depicts pain, hardship, and frustration as well as strength, opportunity, and fulfillment.

Specific Objectives:

1. To understand and appreciate the various types of literature which have emerged in American writing: historical account, journal, essay, short story, poetry, biography, drama, the novel.
2. To detect and understand literary (which are often regional) stereotypes.
3. To recognize well-known regional characters and themes portrayed in folklore.
4. To define and differentiate between such words as regionalism, agrarianism, and local color; to add to the vocabulary words indigenous to the various sections of the country as well as literary terms pertaining to the selections read.
5. To trace dialectic patterns such as lilt and stress; to become aware of grammatical changes as well as pronunciation and enunciation preferences of the people of the various sections; to detect regional expressions.
6. To recognize the distinctive forms of humor which evolved in the different sections of the country.
7. To improve reading, writing, speech, and discussion skills as well as adding to general vocabulary.
8. To perceive which authors are most representative of each section of the country and their unique contributions to American literature as a whole.

REGIONAL AMERICAN LITERATURE

Activities:

1. Bring in samples of dialect and present orally.
2. List, particularly from New England and Southern selections assigned, words and phrases which exemplify different pronunciations and enunciations (spelling), grammar changes, and colloquialisms.
(New England--stories of Mary E. Wilkins Freeman and Sarah Orne Jewett are especially good.)
Helpful is the Manual of American Dialects by Herman (call no.-R. 427) in the library. This book has sections on the following: 1. The Common Speech 2. The New England Dialect 3. The Southern Dialect 4. The Louisiana-French Dialect 5. The Mountain Dialect 6. The Negro Dialect 7. The New York City Dialect 8. The Pennsylvania-Dutch Dialect 9. The Middle Western Dialect. It also contains monologs of the regions.
3. Have students read or bring in someone who recites poetry and does dramatic readings in various dialects.
4. Tape a conversation with a person from another section of the country to use for detecting dialectic patterns.
5. Write original monologues or short stories imitating regional styles and authors.
6. Read at least one book of either fiction or nonfiction of the student's choice from the reading list for each of the four areas.
7. Have the whole class read at least 2 books of the teacher's choice. Divide the class and assign discussion topics on these books. Possible choices are Ethan Frome for New England and Shane for the West.
8. Periodically have a supplementary reading discussion day in which each student reports on at least one short selection he has read--a chapter of a book, short story etc.--from the 4 areas as they are being studied.
9. Prepare and bring in a food which has originated or is associated with a particular region of the country.
10. Prepare a bulletin board for a particular region using pictures, snapshots, native crafts etc. of the region being studied.
11. Display or demonstrate--or bring in someone who will demonstrate--a craft indigenous to the various sections of the country, e.g. apple face dolls, corn ~~and~~ dolls, basket weaving, pottery making, woodcraft, quilt and rug making, dyeing etc.
12. Present--or bring in an amateur performer to present--regional music---cowboy ballads, southern folk ballads, Negro spirituals, etc.
13. Listen to records of the above music and also of speakers with dialect patterns.
14. Watch video-taped television shows which have regional importance.
15. Write short papers on daily assigned reading.
16. Take an occasional check quiz on assigned reading; take tests on each unit studied.
17. Wear a costume associated with a regional group and explain to the class.

Activities (cont.)

18. See appropriate film strips and movies.
19. Read and dramatize plays which bring out regionalism.
20. Bring in examples of regional humor. Analyze what makes the material funny.
21. Present a comedy routine (the kind used in vaudeville) incorporating regional humor.
22. Prepare an end-of-year oral presentation approximately 10 minutes in length, choosing from a variety of subjects. (See attached list.)

SHAKESPEARE

Course Description

Open to all students, the course consists of oral reading of representative comedies, tragedies, and historical plays, with the choice of specific plays dependent on class decisions. Students will be given instruction in only the amount of historical and biographical background and language changes that will be placed on the insights into human nature that make the plays come alive in modern times. If the class so decides, a brief study of the sonnets will be included. No prerequisites.

General Objective: Since Shakespeare is the most remarkable storyteller the world has ever known, the high school student should be acquainted with Shakespeare's poetry, his prose, and his ability to tell every kind of story.

Specific Objectives:

1. To acquaint the student with Shakespeare's comedy, tragedy, history, melodrama, adventure, love stories, and fairy tales.
2. To delve into theater techniques of Shakespeare and plan the presentation in a modern theater.
3. To acquaint students with the musical sound of Shakespeare's language.
4. To show how easily Shakespeare mixed prose and poetry.
5. To point out that Shakespeare wrote for the theater and not for a school text.
6. To discover the story lines and the personalities of the characters because Shakespeare expected the audience to do that.
7. To study the vocabulary that Shakespeare mastered.
8. To show how Shakespeare engaged the imagination of the audience.
9. To point out that no Shakespearean play should be read carelessly--but carefully.
10. To discuss all the experience offered by any group of Shakespeare's plays.
11. To provide much opportunity for a variety of writing by the student.
12. To provide time for oral interpretation and acting experiences.
13. To note the opportunity for critical thinking and argumentation.
14. To meet a variety of honorable and dishonorable men and women.
15. To experience first-hand, the lines they have heard quoted all their lives.

Activities:

1. Begin with Macbeth. There are enough copies of English literature books in the building for each student. Students will then decide which plays are to be read next. These can be ordered through the library from Miami Valley News Service.
2. The background of the historical plays should be discussed before the actual reading of the play. Hand - out sheets will be available for some of the plays.
3. If the play embraces a social problem, discuss the Elizabethans' reactions to these problems.
4. Each play must be read three times. Assign the parts to students to be read aloud in class. The entire class reads each scene before coming to class, reads the play in class, rereads at home that night.
5. Develop work sheets for the more difficult plays.
6. When the play is finished, play the record or the tape. Discuss any area not understood.
7. Before the play is finished, assign a producer to choose a scene and cast. Give time for rehearsal. Present scene to class after record is played.
8. Paper is due after play is finished. Three sources are required. Follow style sheet.
9. Study of Shakespeare's vocabulary will be a part of every reading.
10. The students will be involved in the study of the memorable quotations from each play.
11. Review the design of the theaters and the acting of the time.
12. Emphasize the beliefs of the Elizabethans in the supernatural.
13. Review Shakespeare's life and times.
14. No extra credit work will be accepted.
15. At some time during the semester, Shakespeare's sonnets will be read and discussed.

Survey of American Literature

Course Description

This course gives an over-all perspective of American literature rather than an intensive study of a few specific writers. It traces the development of American literature through Puritan, Nationalistic, Romantic, Transcendental, Realistic, Naturalistic, and Modern eras. The text is an anthology. Some requirements are supplementary readings in the form of short readings or novels, occasional papers, participation in class discussions, tests and a final exam. The teacher will encourage attendance at cultural events.

I. General Objectives: To trace the development of American literature as a distinct branch and, through this study, to understand the literary scene today.

II. Specific Objectives:

1. To perceive the interrelationship between the political, literary, and artistic development in the United States.
2. To demonstrate a knowledge of the various literary periods by citing specific literary selections.
3. To recognize the names and writings of the principal American writers and the periods in which they wrote.
4. To recognize the influence of certain writers--Cooper, Irving, Poe, Emerson, Thoreau, Whitman, Crane, Twain, Hemingway.
5. To trace the prevailing conflict between idealism and reality in both American life and its literature.
6. To identify (through familiarity with content, style, and theme) the uniquely American contribution to literature.
7. To recognize the relationship between social conditions and literature.
8. To attend performances in drama, concerts, art exhibitions and to view related television presentations.
9. To increase speaking and reading vocabulary.
10. To employ proper reading skills by determining 1) the purpose for reading, 2) the proper speed for the purpose, and 3) the methods for retention of the material.

Activities:

- A. Students draw from a collection of poems, essays, and short stories, and then are required to write a one paragraph reaction paper on the material read and the type of reading employed.
- B. To read a poem aloud with proper inflections and phrasing.
- C. To read a poem aloud, giving a thorough explication.
- D. To write an original work of literature, typifying the style and subject matter, (flavor!) of a particular literary period.
- E. To write a composition on the conflict between the real and the ideal in a given literary period.
- F. Role-playing.
- G. What's My Line Game.
- H. Culmination Activity-break class into groups, whereby each group is responsible for reviewing a literary period, giving information on the periods as well as synopses of the important works of the period.
- I. Students will research the foreign works of a particular period and compare and contrast social attitudes, politics, and values of each respective country with the corresponding American literary period.
- J. Students to do a bulletin board of an outstanding American Literary Work.
- K. Field trip to a local art museum.
- L. Development of Black Literature throughout American History.
- M. Encouragement of television and cinema viewing for areas of American literary importance.
- N. Speakers to be invited.
- O. Keep a vocabulary notebook which is to be filled with words from each particular literary period.
- P. Dramatize a short story, rewriting it in play form.
- Q. Present a multi-media presentation on some aspect of American literature or a particular work.
- R. Writing Book Reports.

SURVEY OF ENGLISH LITERATURE

Course Description:

This course is recommended particularly for all college bound students not taking Great British Authors and for those who want a broad background in the English literature which is part of our American heritage. It will give an overview of English literature and language starting with the Anglo-Saxon Period and ending with Twentieth Century writers. The content of the course correlates English history and culture with the literature of each era. It will encompass all literary types: poetry, essay, short story, essay, novel, and drams.

General Objectives:

1. To identify and to understand the qualities that make great literature, as revealed in the writing of England's best authors.
2. To acquaint the American student with the heritage of English literature as a background for his understanding of his own literature, language, and life-style.
3. To understand how the long history of England shaped and was shaped by its literature; to understand how England's history shaped American history and literature.

Specific Objectives:

1. To compare the England of today with the United States of today; to compare the Great Britain of today with the Great Britain of pre-World War I.
2. To bring alive the history of each period--its important personages, wars, and achievements in all areas of English life.
3. To stress the uniqueness of the life and literature of each historical period.

A. Anglo-Saxon Period

- (1) To point out the impact of Christianity on pagan tribes.
- (2) To explore the nature of folk epics (Beowulf) and the folk hero.
- (3) To appreciate the Anglo-Saxon's love of riddles.
- (4) To perceive that the beginnings of lyric poetry were songs and chants.

B. The Medieval Period

- (1) To perceive the influence of Christianity and church-centered society on literature.
- (2) To be aware of the influence of the Norman Conquest on literature, language, and government.
- (3) To note the beginnings of irony and satire in the works of England's first great story teller--Geoffrey Chaucer.
- (4) To introduce England's first dramas--mystery, morality, and miracle plays.
- (5) To enjoy the ballads of the common folk; to understand the conditions which prompted the themes of these ballads.
- (6) To compare the Middle English language of this period with the language of the Anglo-Saxon Pd. and with modern English.

C. The Elizabethan Period

- (1) To comprehend the causes of the Renaissance, the Reformation, and the growth of Humanism.
- (2) To appreciate the crowning literary achievement of the period--the Shakespearean drama.
- (3) To trace the development and enjoy the sonnet, as well as pastoral poetry and the essay.
- (4) To appreciate the beauty of the language and understand the background of the King James Bible.
- (5) To distinguish the rather florid style, the euphemisms, the elaborate figures of speech of this period.

D. The Seventeenth Century

- (1) To be aware of the political upheaval of the period and to contrast Puritan and Cavalier writing.
- (2) To understand Metaphysical poetry and essays. (John Donne)
- (3) To perceive the power of literary epics. (Paradise Lost)
- (4) To enjoy the wit of diarist Pepys.
- (5) To perceive the nature of the allegory.

E. The Eighteenth Century (Neo-Classical Period)

- (1) To trace the development of early magazines and the familiar essay which evolved as contributions to these magazines.
- (2) To explore the purpose and the different kinds of satire which developed.
- (3) To perceive the beginnings of modern biography.
- (4) To enjoy the wit and sparkle of the period's dramas.

F. The Romantic Age

- (1) To contrast the literature of this period to that of the previous period and to see it as a reaction to the formalism of the classicists.

- (2) To appreciate the pure lyric poetry of the greatest of the Romanticists.
- (3) To parallel the romantic movement in American poetry.

G. The Nineteenth and Twentieth Centuries

- (1) To contrast the changing subject matter and styles of writing of the Victorian and modern eras.
- (2) To trace the development of the novel.
- (3) To perceive the recurring themes of early literature in modern literature.
- (4) To draw some conclusions on the national character of the Englishman as revealed in his literature.
- (5) To explore why Great Britain has produced so many first rate writers.

4. To improve the student's expertise in oral and written communication through free and open class discussion and oral reports and through short writing assignments and tests which contain some essay questions.

5. To broaden the student's horizons by encouraging attendance at area plays and other cultural events.

Activities:

1. Seek out observations of students who have been in Great Britain. Discuss various stereotyped of Englishmen.
2. Discuss "Great Britain Today" and have students research topics for oral reports. e. g. The present government and economic situation, the current situation in Ireland, the present royal family. (Understanding England today is important as a foundation for going back into history and exploring how it got that way.)
3. Reproduce a sample of the original Beowulf written in the runic alphabet and compare with the modern translation.. Listen to a portion of the record of Beowulf read in the original Germanic language and try to follow it in the printed form.
4. Have students read and tell additional Beowulf folktales.
5. Study the characteristics of Anglo-Saxon verse and rewrite a nursery rhyme so that it conforms to this style.
6. Read additional Anglo-Saxon riddles and have students guess answers. Working in groups, the students could try their hand at writing another riddle in the Anglo-Saxon style.
7. Keep a notebook of literary terms.
8. To understand the unique character of the Medieval world, the students may choose an oral report topic from such subjects as the following: The Battle of Hastings, Feudalism, Robin Hood Legend, The Crusades, Thomas aBecket and Henry II, The Black Death, The War of Roses.
9. Since many ballads are written as dialogue, have students read assuming the roles of the speakers.
10. Play "Who Am I?" having students assume roles of the Canterbury pilgrims.
11. Make a chart placing the Canterbury pilgrims in the following categories of Medieval society: a. church, b. the feudal system, c. towns and trades.
12. Read part of the Prologue to The Canterbury Tales using the Middle English pronunciations and have students try.
13. Through prepared posters compare the Lord's Prayer in Old English, Middle English, and the King James version of the Bible.
14. Make a chart of the various contributors of the King Arthur legend through the ages including when each lived and what each added to the myth.
15. Projects script (opaque projector) of the morality play Everyman for the students to follow while the record is being played.

16. To understand the unique character of the Elizabethan world, the students may choose an oral report topic from such subjects as the following: The Battle of Bosworth Field, The Murder of the Two Little Princes in the Tower of London, The Tudor Monarchs, May Queen of Scots, The Wives of Henry VIII, Sir Thomas More (A Man for All Seasons), Defeat of the Spanish Armada, Protestant Reformation.

17. Make a diagram of the Globe Theater or draw a map of Scotland locating the settings of Macbeth.

18. Divide class into groups to prepare dramatizations of segments of Macbeth.

19. Memorize a Macbeth soliloquy.

20. Play record of Macbeth by professional actors and see movie on themes of Macbeth.

21. Paraphrase a Francis Bacon essay or a John Donne Meditation.

22. Contrast the life-style and attitudes of the Puritans and the Cavaliers.

23. To understand the unique character of the Seventeenth Century, the students may choose an oral report topic from such subjects as the following: The Stuart Kings, Execution of a King, Oliver Cromwell, The Glorious Revolution (Bloodless), The London Fire, A Constitutional Monarchy

24. Show Dore's illustrations of Paradise Lost; find word pictures in the text which correspond.

25. Compare the language of Paradise Lost with the language of the King James Bible.

26. Write an allegory using as a model John Bunyan's The Pilgrim's Progress but updating it to the Twentieth Century.

27. Keep a diary for a week, writing it in the style of Samuel Pepys.

28. Using one of Alexander Pope's epigrams as a topic sentence, develop an expository paragraph.

29. Bring in columns from the editorial page of newspapers (Art Buchwald e.g.) to compare Eighteenth Century satirists with satirists of today.

30. Read and dramatize a portion of a Sheridan or Goldsmith comedy and discuss their brand satire.

31. Watch video tapes of the Romantic Revolution.

32. Divide the class into groups, each group to present one of the romantic poets and each person in the group to read one of his author's poems and lead discussion on it.

33. Write a paper on "Alfred, Lord Tennyson, the Typical Victorian."

34. Have a short dramatization from The Barretts of Wimpole Street (the romance of the Brownings).

35. Read and have panel discussions on a Victorian novel.

36. Memorize one sonnet and at least one other poem studied during the semester.

37. Video tape and watch relevant television shows. (E.g. A segment of "Upstairs, Downstairs" would be valuable in depicting Edwardian England.)

38. Prepare a bulletin board relevant to a period or author being studied.

39. Take field trips to see the production of any English plays being presented in the area.

40. Show educational movies available from the county offices and from area libraries; likewise hear records.

WORLD LITERATURE

Course Description

World Literature consists of the fables, short stories, epics, essays, and poetry of Asia, Africa, China, Japan, and Europe. American and British prose and poetry are not included in the course. The student should have a command of composition skills for the written papers and essay questions which are a part of the course. Written and oral reports are required.

General Objectives: To acquaint the student with a definite part of the literature of the world that has become our cultural heritage.

Specific Objectives:

1. To indicate the internationalism of culture.
2. To discover the past, beginning with Sumerian and Hebrew literature.
3. To compare Gilgamesh with Genesis.
4. To study all genres of literature as found in the Bible.
5. To understand the Greek history and how it influenced the Greek literature.
6. To deal with the myths and Homer of early Greek literature.
7. To understand the Greek lyric poetry.
8. To read and understand Aesop's fables.
9. To understand the beginnings of recorded history and historians.
10. To study and enjoy the Greek theater and playwrights.
11. To pose the Roman writers against the Roman history.
12. To introduce Indian literature of the Vedic and Sanskrit periods.
13. To introduce the Hindu religion.
14. To acquaint the student with Chinese and Japanese poetry.
15. To introduce Yin and Yang.
16. To enjoy the anecdotes of this period.
17. To read and enjoy the Persian and Arabic literature.
18. To further the study of western culture in Europe during the Middle Ages.

19. To compare the epics of every nation.
20. To realize the beginnings of the King Arthur tales.
21. To introduce the literary epics, beginning with The Divine Comedy.
22. To read and enjoy early French poetry.
23. To introduce one of the greatest classics, Don Quixote.
24. To trace the beginnings of essays and the most important of the essayists.
25. To introduce the period of satire as it grew in all continental countries but England.
26. To introduce Romanticism and realism in short stories and poetry.
27. To introduce the literature of South Africa and South America.

Activities:

1. Intensive study and research in one continental country.
 1. Prose - in translation
 2. Drama " "
 3. Poetry " "
2. One day per week in library.
3. One paper for each of #1. Dates given out later. Follow style sheet.
4. Groups of students working on each unit:
 1. Work sheets
 2. Historical background
 3. Various selections
 4. Art
 5. Study of terms
5. Comparison of Gilgamesh and the Bible
 1. Man's search for mortality
 2. Man's fear of snakes
 3. Magic fruit and tree of knowledge
6. Epic, idyll, Bible literature
 1. Characteristics of epic
 2. Characteristics of idyll
 3. Characteristics of short stories
 4. Characteristics of Bible poetry
7. The Iliad
 1. Background
 2. Pronunciation
 3. Greeks
 4. Trojans
 5. Character of lead characters.
8. Greek poetry
 1. General discussion of poets
 2. Read selections
9. Fables
10. Historians
 1. Comparison
 2. Contrast
11. Greek drama
 1. Antigone
 2. Terms
 - a. Parados
 - b. Chorus
 - c. Paean
 - d. Exodus
 3. Greek poetics
12. Roman literature
 1. Historical background
 2. Poetry
 3. Prose
13. Indian literature
 1. Historical background
 2. The Rig Veda
 3. The Upanishods
 4. The Mahabharata
 5. The Panchatantra

14. Chinese and Japanese literatures
 1. Historical background
 2. Oriental philosophies
 3. Chinese poetry
 4. Japanese poetry
 5. Japanese Haiku (write some)
 6. Chinese and Japanese anecdotes
 7. The Cricket Bay
 8. Pronunciation
15. Persian - Arabic literature
 1. Historical background
 2. The Shah - Nama
 3. The Rubaiyat
 4. The Gulistan
 5. The Thousand and One Nights
 6. Lyric Poetry
16. The Middle Ages
 1. Historical background
 2. Prose Edda
 3. The Song of Roland
 4. Perceval
 5. The Divine Comedy
 6. Continental Lyric poetry
17. The Renaissance
 1. Humanism & reformation
 2. Sonnets
 3. Lyric poetry
 4. The Decameron
 5. Don Quixote
 6. The essays
18. The Age of Rationalism
 1. Historical background
 2. Persian letters
 3. Candide
 4. Jean de la Fontaine
 5. Faust
 6. The Misanthrope
19. Romanticism and Realism
 1. Poetry
 2. Short story
 - a. "Attack on the Mill"
 - b. "Two Friends"
 - c. "The Siege of Berlin"
 - d. "How Much Land Does a Man Need"
 - e. "So Much for the King"
 - f. "Misery"
 3. An Enemy of the People
20. Modern Europe and Africa
 1. Continental poetry
 2. African poetry
 3. The Modern short story
 - a. "The Wind Blows"
 - b. "The Infant Prodigy"
 - c. "The Cat, a Goldfinch, and the Stars"
 - d. "Araby"

- e. "Bees and People"
- f. "The Princess and All the Kingdom"
- g. "The Little Shoemakers"
- h. "The Guest"
- i. "Rhinoceros"
- j. "No Witchcraft for Sale"
- k. "Life Is Sweet at Kumansenu"

Resources:

- Heidel, Alexander, The Babylonian Genesis; Heidel, Alexander, The Gilgamesh Epic and old Testament Parallels
- Loew, Cornelius, Myth, Sacred History, and Philosophy
- Hardy, W.G., The Greek and Roman World
- Auden, W.H., ed., Partable Greek Reader
- Cowell, F.R., Everyday Life in Ancient Rome
- Grant, Michael, Roman Literature
- Rose, H.J. A Handbook of Latin Literature
- Embree, Ainslie, T., The Hindu Tradition
- Prabhavananda, Swami, Spiritual Heritage of India
- Yohannan, John D., ed., Treasury of Asian Literature
- Bynner, Witter, tr., The Jade Mountain
- Davis, A.R., ed., The Penguin Book of Chinese Verse
- Waley, Arthur, ed., Chinese Poems; Waley, Arthur, ed., Three Ways of Thought in Ancient China
- Keene, Donald, tr. and ed., Anthology of Japanese Literature
- Levy, Reuben, Persian Literature: An Introduction
- Hatto, Arthur T., tr., Nibelungenlied
- Gutman, Robert W. ed., Volsunga Saga
- Sayers, Dorothy L., tr., The Song of Roland
- Chamberlin, Eric R., Everyday Life in Renaissance Times
- Fletcher, Jefferson B., Literature of the Italian Renaissance
- Mates, Julian and Cantelupe, E., eds., Renaissance Culture
- Lewis, W.H., The Splendid Century
- Nitze, William A., and Dargan, E. Preston, A History of French Literature
- Turnell, Martin, The Classical Moment
- MacIntyre, C.F., tr., French Symbolist Poetry
- Jones, W.T., A History of Western Philosophy, Vol. IV.
- Hirschfield, Charles, ed., The Modern World, Vol. III.
- Praz, Mario, The Romantic Agony
- Drachlen, Jacob, ed., African Heritage
- Frye, Northrup, Anatomy of Criticism
- Harrington, Michael, The Accidental Century
- John, Janheinz, Neo-African Literature: A History of Black Literature
- Leavis, F.R., The Great Tradition
- Trilling, Lionel, The Liberal Imagination

CREATIVE WRITING AND SHORT STORY

This is an elective course designed for students who want to improve their writing of poems, short stories, drama, and essays. Modern short stories and poetry will be studied both to increase the understanding of human experience and to observe the writer's techniques. Few tests will be given, but the student's own writing will be evaluated as to the amount and its quality in determining grades. No prerequisites. (Will not fulfill the writing requirement for graduation.)

- I. General Objectives: To provide an atmosphere, an attitude, and a desire for creative writing.

To read, study, and evaluate prose and poetry of established writers in order to observe the means these writers use for self-expression.

II. Specific Objectives:

- A. To encourage each student to write something each day.
- B. To require students to turn in their creative writing.
- C. To enlarge the scope of student writing.
- D. To require students to experiment with standard poetic forms, especially stanza forms; couplet, tercet, quatrain.
- E. To write critiques of poems and stories in daily journals in order to develop individual responses to literature.
- F. To distinguish description and narrative from expository writing so that students can write each form as they need to use it.
- G. To enjoy "creative play" in class.
- H. To discuss and point out moral problems involved in plagiarism.
- I. To learn something about writing as a profession.
- J. If time, to study and practice the use of dialogue.

III. Activities:

- A. Write in journal daily as teacher specifies.
- B. A loose-leaf note book will be kept for recording ideas, reactions, and practice writing. The journals will be checked each nine week period. Approximately one quarter of the nine week grade will be based on class participation.
- C. Use examples of poems by professional writers to show:
 1. Unusual topics
 2. Use of figures of speech
 3. Use of imagery
 4. Use of narrative
 5. Use of sound effects
- D. Have hand-out sheets with samples of poems using couplets, tercets, and quatrains. Assign students to write their own. (Allow a week or so for each stanza form.) Mimeograph the "best" of the student writing to give to the class. Pick out what is "good" in class groups or full-class discussions of the student writing.
- E. Use Atlantic educational issue to enable students to recognize descriptive, narrative, and expository writing in articles,

- F. Write descriptions--stress verbs rather than adjectives.
Distinguish between expository sentences and descriptive sentences:
- expository: The sun is shining on the woods.
descriptive: The evening sun reddened the little grove of wild cherry trees.
- Description may be written in either poetry or prose. (Probably will take a week to two weeks.)
- G. Have a beginning, a middle, and an ending point.
- H. Encourage the best writers from the Creative Writing classes to attend the Sinclair College Writers Workshop and Scholastic Writing Contest.
- I. Students should find examples of poetry written in standard (reg) verse and free verse and bring examples to class to share with small group.
- J. Teacher can give examples and comments on poetry.
- K. Read essays related to authors and writing and copy the most stimulating sentence from essay.
- L. Watch Book Beat on channel 16 - consult T.V. Guide for correct viewing time.
- M. Prepare manuscripts in proper form for submission to a publisher.
- N. "Exercises for creative play" time:
- a. Cinquain - five lines
 1. Noun
 2. Adjectives describing the noun
 3. Words that show action
 4. Words that show feeling
 5. Noun repeated or synonym for it
 6. Example
 - (a) Girls
 - (b) Beautiful, kind
 - (c) Graceful, moving lightly
 - (d) Heart-breaking, mystifying, loving, stimulating
 - (e) Girls
 - b. Haiku - 5 syllables in first line
7 syllables in second line
5 syllables in third line
example:

Giraffe
Graceful as it walks
The long slim neck with brown spots
Each short step exact
 - c. Interpolations: Write two poems in free verse which can be read both vertically and horizontally.
example:

enshrouded by clouds	a dream dies
the outlook is grim	in the mind of man
etched against a gray dawn	when
the light of truth reveals	he envisions
a rusted steel skeleton,	a
charred and lifeless	world made of
the remnants of war	pieces and ruins
are ugly.	
 - d. Distribute photographs and reproductions of paintings for a

stimulus to creativity.

- e. Play mood music: Write your reaction in prose or poetry.
 - f. Use slides of people and places to stimulate writing.
 - g. Start an idea page in your journal - write down an interesting quotation, a topic you have never used in your writing, and the names of three characters.
 - h. Write a title for a story - hand out a mimeographed story and ask each one to write a title.
 - i. Make a list of words related to the sensory impressions: sight, sound, hearing, taste, smell.
 - j. Make a list of boys' names and girls' names.
 - k. Give a part of a poem and ask students to complete it.
 - l. Write a one-sentence definition of an abstract term.
 - m. Make a list - of "anythings".
 - n. Divide into groups and play synonym or antonym games or adjective-noun games.
 - o. Write a poem in which the structure on the page tells the reader something.
 - p. Give a general term, and list 8 to 10 concrete terms in that category.
 - q. Have a "pun" day--10 minutes may be enough!
 - r. Compose a rhythmical spiel for the carnival barker--or a jingle for a rope-jumping contest.
 - s. Scan 10 lines of poetry and write an imitation of 5 of them.
 - t. Write a menu for a "fancy" restaurant.
 - u. Make a list of cliches.
- O. Read aloud plays from Literary Covalead
SEE: "Finger Exercises" by Charles Rothbone, English Journal, December, 1965, p. 851.

Materials:

Poems

"The Double Play" by Robert Wallace
"Pitcher" by Robert Francis
"Fifteen" by William Stafford
"Mending a Sidewalk - Making a Poem" by Ted Olsen
"Ground" by Peter Davison
"Old Voices" by Leslie Norris
"Pheasant" by Sylvia Plath
"Lauds" by W.H. Auden

Texts

The Shape of Fiction - Hamalian and Karl
Writing Incredibly Short Plays, Poems, Stories - Norton, Gretton
Voices - Geoffrey Summerfield
Poems - Marshall/Myers

Supplementary Sources

English Journal - Vol. 54, No. 9 - December, 1965
English Journal - Vol. 61, No. 3 - March, 1972
English Journal - Vol. 56, No. 6 - September, 1967
English Journal - Vol. 54, No. 1 January, 1965

English Journal readings in Creative Writing

- "Spring Poetry Festival"----May, 1974, pp. 49-60
"Spring Poetry Festival"----May, 1975, pp. 63-74
"What Is a Good Story?"-----May, 1974 pp. 12-13
"Music and the Language Arts Curriculum"----Jan., 1975, pp. 86-88.
"A Gallery of Horrors"----April, 1975, pp. 60-62
"How to Get Kids to Write"----April, 1975, pp. 63-65
"Notes on specific kinds of Writing"----April, 1975, pp. 60-71.
"How to Completely Individualize a Writing Program"----April, 1975, pp. 66-69
"You (Expletive Deleted), Mary"----April, 1975, pp. 69-71
"Evaluating Creative Writing: a Different Ball Game" April, 1975, pp. 72-74
"Creative Writing in the Reading Class"----pp. 60-61
"Creative Writing"----Jan. 1975, p. 60
"Measuring Growth in Writing"----pp. 111-119
"Teaching for Success: Alternative Approaches to Writing" Dec., 1973, pp. 1267-1287. Articles on teaching Creative Writing.

Atlantic - educational edition

Writers' Digest - in Library

Poetry as Disciplined Play - Scott, Foresman and Co., 1967

923 Places to Submit Poetry - Jeanne Hollyfield

Literary Cavalcade - Scholastic

Other Materials (student journalist materials)

- "The Secret Life of Walter Mitty" by James Thurber on Many Voices record
Film - Writers on Writers - Miami Valley
Rhyming dictionary
Thesaurus
Today's Poets, Vol. 1 - record side 2 - poet R. Francis - poem "Pitcher"

Bibliography:

- Invention, Discovery, and Creativity - A. Moore
Write It and Sell It - Allen Marple
The Writer's Handbook - A. Burack
Writer's Rhyming Dictionary - Langford Reed
Practical Stylist - Sheridan Baker
Principles of Writing - John Halverson
Process of Creative Writing - Pearl Hogue
Techniques of Fiction Writing - Eloise J. McGraw
Story Writing - Edith Ronald Mirrielees
Lively Art of Writing - Lucile Vaughan Payne
How to Write Better and Faster - Terry C. Smith
The Successful Writer's Guide - Hal D. Steward
Monologue and Dialogue - James Moffett
Write One - Daigon
Norton Anthology of Poetry - Arthur M. Eastman
Discovering Motives in Writing - Fotta/Trent
Poets Manual and Rhyming Dictionary - Frances Stillman 808.1
Poetry Handbook, A Dictionary of Terms - B. Deutsch 808.1
The Design of Poetry - C. Wheeler - 808.1

Visuals for Composition - St. 808 (24 transparencies)
Writing A Poem - Cassette - 30/m 808-2
Writing for Real - Don Knapp '72 808.042
Writing Light Verse and Prose Humor - Richard Armour/808.
Writing on the Wall - W. Lowenfels 811.08

Suggestions for Teachers: (regarding submissions)

- A. If I have read or seen anything like the student's paper before on TV, in the movies, or in print anywhere, I don't encourage submission.
- B. If the writing even hints of being sentimental in the telling, I don't encourage submission.
- C. If the words are used in a new way which I have never seen before in any media, if it bristles with particulars, and if I get a good gut feeling from reading it, I encourage the student to submit it.

DEVELOPMENTAL READING

Course Description

This course is for non-college bound students who have a definite need for improvement in all areas of reading. Emphasis is on improving vocabulary and comprehension, with some stress on developing basic study techniques.

General Purpose:

Developmental Reading is set up as a basic approach to reading. The course is designed not only for individualized instruction, but also to give the student training in self - instructional learning.

Specific Purposes:

Developmental reading improvement is based on these principles:

- A. Improving physical skills, consisting of:
 - 1. Wider eye span
 - 2. Rhythmic eye movements
 - 3. Decreasing regressions
- B. Using psychological motivations:
 - 1. Increased efficiency in all work involving reading and thinking
 - 2. Self - satisfaction
 - 3. Increasing general knowledge
- C. Practicing constantly with the tools available in the lab:
 - 1. Reading workbooks
 - 2. Reading filmstrips
 - 3. Short story selections and books
 - 4. Other devices

Activities

- 1. Individual diagnosis
 - a. Nelson - Denny Reading Test
 - b. Basic Reading Skills
 - c. Tactics Diagnostic Test
 - d. Slosson Reading Test
 - e. San Diego Oral Reading Test
- 2. Vocabulary Notebook
 - a. Word Clues
 - b. Words are important -(Yellow Book)
- 3. Eye movement sheets
- 4. Scrabble
- 5. Working in the elementary school
- 6. Word exercises
 - a. Sameness
 - b. Oppositeness
 - c. Difference of Degree
 - d. Things of the same class
 - e. Classification order
 - f. Whole and its parts
 - g. Steps in a procedure
 - h. Function

116.

- i. Qualities of a thing
- j. Cause - effect
- k. Symbol and what it represents
- 7. Word games
- 8. Leisure Reading
- 9. Play reading
- 10. Tactics cards
- 11. Putting vocabulary into story form
- 12. Individual Book Report - 1st nine weeks
- 13. Book Report - class chooses book - 2nd nine weeks
- 14. Contracts
- 15. Discussion groups after research
- 16. Scope magazine
- 17. Work with newspaper
- 18. Prefix work
- 19. Word attack
- 20. Dictionary work
- 21. SRA

Sources

Nelson - Denny Reading Test

Basic Reading Skills

Tactics Cards II

Be a Better Reader BK. IV & BK. V

Perspectives

More Powerful Reading

Guidebook to Better Reading

DRAMA WORKSHOP

COURSE DESCRIPTION

This course is designed for the student who has a strong interest in the technical aspects and backstage areas of drama. During the semester, the students will be exposed to the elements of a total theatrical production. For example, they will study the history of the theatre extensively, acquire knowledge of scene design and stage construction, construct several types of puppets, write and produce puppet plays, and learn the basic application of stage make-up.

I. General Objectives

- A. To introduce the students to the various areas which combine to make the total theatrical production

II. Specific Objectives

- A. To study the history of the theatre from Greek to modern day
- B. To identify the major playwrights (and their works) of each historical period
- C. To be able to define the terms related to stagecraft
- D. To be familiar with the three types of stages
- E. To know the parts of the stage and stage directions
- F. To be able to analyze a play in order to design a set for it
- G. To draw a ground plan
- H. To build a safe model of a set
- I. To be familiar with types of stage scenery
- J. To know parts of a flat
- K. To learn basics of puppetry
- L. To learn basics of stage make-up applications
- M. To identify basic stage lighting equipment
- N. To learn basics of costuming a show

III. Activities

- A. Make a lighting chart
- B. Build a panorama
- C. Block a scene

- D. Make up a character
- E. Build a set
- F. Design a program book
- G. Select props
- H. Design costumes
- I. Build a puppet
- J. Write a script
- K. Keep a technical notebook
- L. Work on play committees
- M. Attend BHS's production
- N. Attend an outside production

IV. Resources

- A. Mulholland, John, Practical Puppetry
- B. Albright, H.D. et al, Principles of Theatre Art
- C. Friederich, Willard and John Fraser, Scenery Design for the Amateur Stage
- D. Gielgud, John, Stage Directions
- E. Johnson, Albert and Bertha, Drama for Classroom and Stage
- F. Schonberger, Emanuel, Fundamentals of Play Production
- G. Lane, Yoti, Stage Make-Up
- H. Seldon, Samuel and Hunton Sellman, Stage Scenery and Lighting

Etymology/Advanced Grammar

Course description

This course is recommended for students who are curious about the English language, or who have complained about its peculiarities of usage, spelling, or vocabulary. One goal is to develop a larger, more usable vocabulary. Slang, dialects, language levels, and the origins of names and words, along with a study of the history of the English language will be the major elements of the course. The details of English grammar that will be taught will depend upon the choices of the students in each class. No prerequisites.

I. General objectives: to develop a heightened "sense" of the English language through a study of its history and its unique strengths of structure and vocabulary, and to explore some semantic considerations in its use.

II. Specific objectives:

1. to trace the history of the Indo-European language in order to observe the similarities among them and to see how English is related to these languages;
2. to study some of the changes from the Old English to the English of Chaucer and Shakespeare to contemporary British and American English;
3. to study the basic sentence patterns in order to understand the fundamental logic in using English;
4. to study variant forms of English euphemisms, slang, jargon, dialects, British-English;
5. to keep individual vocabulary-development notes;
6. to read essays related to the course in order to learn to recognize the continuing issues in language usage;
7. to discuss each of the preceding objectives informally in class in order to insure that all students can demonstrate increased ability in using the English language;
8. to keep a curious, questioning, alert, humorous attitude toward the vagaries of English in order that students will want to continue their learning about the language and its use.

III. Evaluation: Quizzes, oral reports, class discussions, vocabulary notes, and tests will constitute the major part of the grade. A written report based on individual research and a comprehensive test will complete the semester's work.

IV. Activities:

1. Read articles in Quinto Lingo to observe the similarities between English and other European languages.

2. Research names of people and places to show the human considerations that prevail. Ask parents about your own.
3. Research lists of words that show the variety of origins of English words;
4. Work with International Phonetic Symbols to illustrate pronunciation.
5. Work out contrastive sets to illustrate English vowel and consonant
6. Play record 1000 Years of English Pronunciation to illustrate changes in English pronunciation.
7. Study word roots from Anglo-Saxon, Latin, and Greek for increasing vocabulary. Keep vocabulary notes illustrating the English word in a sentence that will indicate the original root.
8. Learn prefixes and suffixes - their spelling and meaning. Distinguish prefixes, suffixes, and roots in a list of twenty-five words.
9. Choose cards from vocabulary box - use in original sentence orally in class. Record interesting words in vocabulary notebook.
10. Groups will prepare class discussions on slang, jargon, dialects after reading chapter in Looking at Language.
11. Prepare paragraphs that illustrate the levels of language by phrasing the same idea in two or more styles.
12. Pretend you have had an accident. Tell the account as you would to the police, to your father, and to your best friend. Note the "voices" and the levels of language you use.
13. Prepare notes on essays from "Readings" folder. Copy a sentence that records the Central Idea of the essay. List 5 to 10 supporting ideas in your own words. Put the date, title, and author's name at the bottom of the notes.
14. Work out patterns of English sentences to show the fundamental logic.

V. Resources

1. Set of transparencies on etymology
2. Indo-European language tree
3. Quinto Lingo magazines (no longer in print but a class set is available)
4. International Phonetic Symbols used in English.
5. How Words Change Our Lives, McDougall-Littell, 1971. A textbook.
6. Looking at Language, 1969, Scott, Foresman, & Co. A textbook.

7. History of Language, posters.
8. Hand-out sheets:
 - a. International Phonetic Alphabet and work sheets
 - b. Prefixes, roots, and suffixes from Latin, Greek, and Anglo-Saxon.
 - c. Contrastive sets - exercises in pronunciation.
 - d. The English sentence - discussions of the functions of parts of sentences with examples.
 - e. Readings from 1000 Years of English Pronunciation
9. Box of vocabulary - building cards. 1000 words with pronunciation, definition, and an illustrative sentence.
10. Filmstrips (428.3) Vocabulary Building. 1. Importance of Vocabulary in Communications 2. Words and Their Backgrounds 3. How to Develop a Good Vocabulary.
11. Pamphlet file in H.S. library with information on Universal Languages.

Suggested Topics for Research in Etymology/Advanced Grammar

1. Look up ten words in the Oxford English Dictionary. Prepare a paper explaining how each word has changed.
2. Write a history of dictionary-making.
3. Research one universal language that has been proposed.
4. Find out what proposals have been made for simplifying English spelling.
5. Study a particular English or American dialect.
6. Study jargons related to occupations.
7. Study slang and the way it becomes accepted into English.
8. Prepare a list of twenty-five to fifty cognates between English and the European language you are studying. Explain both the similarities and the differences.
9. Prepare a paper analyzing the emotional impact of the language of ten to twenty advertisements.
10. Use a lexicon (one or more) to find out what experts have to say about the usage of particular words and phrases.
11. Find the origins of twenty-five American idioms.
12. Read three or more articles on bi-lingual education in the U.S. Summarize the articles; then write your personal opinion on the subject.
13. Research the problems of translation in world politics or in world literature.
14. Prepare a paper on homonyms and their origins. Use at least twenty sets of homonyms.

Journalism II and III ("Beacon" production)

Course Description

This course does not count as English credit. Students will be responsible for publishing the high school newspaper. A background in newspaper editing, writing, and lay-out would be helpful but it is not as important as a genuine desire to learn and contribute to a professional publication. Two teacher recommendations are required in order to be considered for a position on the staff.

I. General Objective

This course is designed to offer students practical experience in newspaper production. Although Journalism I is a suggested prerequisite, it is not required. Students must have a basic concept of correct, formal writing technique and a willingness to contribute to a successful high school publication. Acceptance to the staff is based on student ability and two teacher recommendations.

II. Specific Objectives

- A. to practice journalism techniques (writing):
 - 1. sports writing
 - 2. news writing
 - 3. feature writing
 - 4. editorial writing
 - 5. in-depth reporting
- B. to practice gathering the news through interviewing and attending important events.
- C. to practice writing headlines.
- D. to practice layout procedure.
- E. to manage the newspaper's finances efficiently.
- F. to establish and practice a logical, ethical editorial policy.
- G. to solicit advertising.
- H. to practice composing ads.
- I. to practice meeting deadlines.

III. Activities

- A. Activities for the class all involve the publication of the school newspapers:
 - 1. writing
 - 2. proofreading/copyreading
 - 3. headlines

4. layout
5. advertisements
6. business
7. editorial practice and policy
8. ethics and legality of the print media
9. gathering news
10. distributing newspapers to consumers.

Journalism I, II, and III Resources

Filmstrips

1. News Selection Process (B.H.S. Instructional Media Center)
2. Front Page Make-Up Patterns Used by American Newspapers (B.H.S. Instructional Media Center)
3. Kennedy Assassination (B.H.S. Instructional Media Center)
4. Your Press, Your Freedom (Ohio Newspaper Association)
5. The World At Your Fingertips (Ohio Newspaper Association)
6. Newspaper Tour (Ohio Newspaper Association)

Films

1. News Release Know How (Dayton and Montgomery County Public Library)
2. Printing Through the Ages (Dayton and Montgomery County Public Library)
3. Legislative Reporter (rather out-of-date, Dayton and Montgomery County Public Library)
4. Writers on Writing (Dayton and Montgomery County Public Library)
5. Newspaper (Ohio Newspaper Association)
6. Everyone's Neighbor (Ohio Newspaper Association)
7. Newspapers in the Ohio Heritage (Ohio Newspaper Association)
8. Newspaper Careers (Ohio Newspaper Association)

Field Trips

1. "Dayton Daily News," Dayton, Ohio
2. "Xenia Gazette," Xenia, Ohio

Speakers

Various speakers are available throughout the community. Teachers desiring speakers should contact local newspapers, printers, and advertising companies.

Books

1. Reporting Today: The Newswriter's Handbook (23 copies)
2. Modern Journalism (15 copies)
3. Print Media
4. High School Journalism (8 copies)
5. Experienced in Journalism (4 copies)
6. The Art of Communicating
7. The New Survey of Journalism (5 copies)
8. The Student Journalist (series): News Reporting; The Critical Review; Legal and Ethical Issues; Sports Reporting; Writing Editorials; Thinking Editorials; Depth Reporting (1 copy for each title)
9. Journalism and the School Paper
10. Journalism and the Student Publication
11. Ohio Newspaper and Publication Laws
12. Law of Mass Communications
13. Creative News Editing
14. Journalism for Today (45 copies)

Please note: The Beaver Creek High School Instructional Media Center has approximately twenty-five books on the various aspects of journalism and the press in the United States. Other libraries in the area (Greene County, Dayton and Montgomery County Public Library) also carry extensive amounts of material on this subject.

Principles of Acting I

Course Description

This course is designed for any student interested in learning the basic fundamentals of acting. Through varied exercises, the students will learn basic stage movement, pantomime, concentration, vocal techniques, characterization, and other essentials imperative for a polished performance. The students will improvise skits and perform scenes from several plays to develop their acting abilities.

General Objective

To expose the student to the basic fundamentals needed in a performance

Specific Objectives

- To learn the importance of body movement
- To learn the areas and directions of stage
- To learn the art of pantomime
- To learn the importance of concentration
- To develop vocal techniques suitable for stage
- To learn improvisation
- To learn to analyze character from a play
- To learn the rules of duet acting
- To memorize and perform monologues
- To memorize and perform one act play
- To study great plays and their playwrights

Acting I
Activities

1. Game-Airport 1975
2. Charades
3. Pantomime
4. Concentration game
5. Word game
6. Research of playwright and play
7. Loosening up exercises
8. Study list of acting terms
9. Mirror exercise
10. Observation of particular human actions
11. Sense recall exercises
12. Improvisations
13. Plot stage directions
14. Work on stage presence
15. Body movement exercises
16. Motivation exercise
17. Vocal exercises
18. Oral interpretation
19. Reinforce memorizing skills
20. Analyze characters
21. Attend high school play
22. Attend outside production
23. Tests
24. Quizzes
25. Public performance
26. Rita Hoeffler's History of Dance

Acting I and II

Resources

Fidell, Estelle (Ed.), Play Index

Melchinger, Siegfried, The Concise Encyclopedia of Modern Drama

Gassner, John and Edward Tuinn, The Reader's Encyclopedia of World Drama

Gassner, John (Ed.), English Comedies
A Treasury of the Theatre, Vol. 1, 2, and 3

Cohen, Helen (Ed.), One Act Plays By Modern Authors

Corrigan, Robt. W., The Modern Theatre

Goldstone, George (Ed.), One Act Plays

McAvoy, Wm. (Ed.), Dramatic Tragedy

Sprinchorn, Evert (Ed.), 20th/ Century Plays in Synopsis

Thomas, Russell (Ed.), Plays and the Theatre

King, Woodie and Ron Milner, Black Drama Anthology

Olson, Leivy, Classics Adopted For Acting and Reading

-----Montgomery County Film Catalogue

-----Greene County Film Catalogue

Principles of Acting II

Course Description

This course is designed for any student interested in learning the basic fundamentals of acting. Through varied exercises, the students will learn basic stage movement, pantomime, concentration, vocal techniques, characterization, and other essentials imperative for a polished performance. The students will improvise skits and perform scenes from several plays to develop their acting abilities.

General Objective

To help the student further develop their acting ability

Specific Objectives

- To review the basics of stage movement-concentration-vocal techniques
- To successfully portray a number of different characters
- To develop ability to do several accents
- To memorize and present cuttings from each period in theatre history
- To learn to block a scene or play
- To understand directing techniques

Principles of Acting II

Course Description

This course is designed for any student interested in learning the basic fundamentals of acting. Through varied exercises, the students will learn basic stage movement, pantomime, concentration, vocal techniques, characterization, and other essentials imperative for a polished performance. The students will improvise skits and perform scenes from several plays to develop their acting abilities.

General Objective

To help the student further develop their acting ability

Specific Objective

- To review the basics of stage movement-concentration-vocal techniques
- To successfully portray a number of different characters
- To develop ability to do several accents
- To memorize and present cuttings from each period in theatre history
- To learn to block a scene or play
- To understand directing techniques

SPEECH I

Course Description

Speech I will cover the formal ground rules with which we speak as well as speech composition. The majority of the course content will be the performance of the student. Each speech will allow the student to practice and perfect the basic speeches such as: to inform, to entertain, to persuade, and others. Class participation is necessary for course credit.

General Objectives:

1. To understand the role of speech in a democracy.
2. To study speech techniques and composition.
3. To develop an appreciation of speakers, speeches, and listeners.

Specific Objectives:

1. To learn the value of body movement
2. To learn vocal expression
3. To learn facial expression
4. To improve word choice
5. To learn poise and self control
6. To be able to adapt material to an audience
7. To learn the organization of material
8. To increase research and library skills
9. To study important speakers and speeches
10. To learn the techniques of various types of speeches
11. To develop listening skills
12. To develop critique skills
13. To improve daily communication
14. To understand parliamentary procedure

1. For every assigned speech, each student must construct a complete sentence outline. This outline should include type of speech, date, purpose of speech, title, introduction, body, and conclusion.
2. The Speech to Inform - Each student should give a 4-5 minute informative speech; they should draw information from at least two sources, preferably three.
3. For each speech which requires outside references, every student must turn in a bibliography including source (magazine or book) title of article, author's full name, date of publication, and the chapter and pages where material was found.
4. Demonstration Speech - Each student should give 7-10 minute speech using visual aids.
5. The Speech to Convince - Every student should give a 5-6 minute speech to convince; they should use at least 2 sources, preferably three.
6. The Speech to Entertain - Every student should give a 5-6 minute speech to entertain.
7. Impromptu Speaking - Each student should have the experience of giving an impromptu speech. The time limit is flexible.
8. Each student should give one (or two if time permits) of the following courtesy speeches: introduction, speech of welcome, presenting, a gift or award, accepting a gift or award, the farewell speech.
9. Each student should present a 30-60 second commercial using visual aids. (This should be video-taped)
10. Each student should be required to critique several speeches.
11. Each student will participate in activities developing listening skills. For example, cassettes could be played and questions asked over the material.
12. Each student should participate in an interview process. Suggestions: the students should role-play to demonstrate making the appointment over the telephone and participating in the actual interview.
13. The students should be required to participate in interpersonal communication exercises. Handouts
14. Parliamentary Procedure - After learning the chart of precedence of motions and their rules according to Roberts Rules of Order, the students will conduct the class according to parliamentary procedure.
15. In order to develop effective facial expressions and effective use of gestures, the students should present a pantomime.

16. The students should learn to play charades.

17. The students will participate in exercises in voice and articulation.

SPEECH II

Course Description

Students who have taken Speech I and wish to continue their efforts in perfecting the speaking abilities are encouraged to take Speech II, any student may enter Speech with the approval of the teacher. This course will be involved with studying and perfecting more difficult speeches, oral interpretation, storytelling, and group discussion. Oral presentations are required for class credit.

General Objectives:

1. To learn and to appreciate the artistic events of Speech.
2. To further develop an appreciation of literature.
3. To develop skills in thinking, communication, and research.

Specific Objectives:

1. To learn poetry and prose reading techniques.
2. To experience Readers' Theater.
3. To understand debate and discussion skills.
4. To improve original oratorical skills.
5. To improve extemporaneous speaking.
6. To learn oratorical interpretation and declamation.
7. To learn the skills of dramatic interpretation.
8. To learn the skills of humorous interpretation.

SPEECH II ACTIVITIES

1. Each student should present several selections using the techniques of oral interpretation of poetry.
2. Each student should present several selections using the techniques of oral interpretation of prose.
3. Each student should participate in a Reader's Theatre presentation given to the public.
4. Each student should present an eight to ten minute humorous cutting portraying at least two characters. (Humorous Interpretation)
5. Each student should present an eight to ten minute dramatic cutting portraying at least two characters. (Dramatic Interpretation)
6. Each student should participate in a panel discussion presented before an audience. Each participant must have at least two references.
7. Each student should participate in at least two debates; once as an affirmative speaker, once as a negative speaker.
8. Each student should memorize a speech (Not-original) and present it to the class. (Oratorical Interpretation or Oratorical Declamations)
9. Each student should present an original oratorical speech.
10. Each student should participate in a dramatic duo presentation.
11. Each student will present a story to develop storytelling techniques.

SPEED READING

Course Description

This course is designed for average and above average readers who have a definite need for reading rate improvement. Emphasis is placed on increasing vocabulary, rate, and comprehension, with stress on developing basic study techniques and various reading techniques.

General Purpose:

Speed Reading is a multi-media approach to reading. It is a nine week course set up almost totally for self-instructional learning with the teacher acting as co-ordinator.

Specific Purpose:

- A. Improving physical skills, consisting of:
 1. Fewer eye stops
 2. Wider eye span
 3. Rhythmic eye movements
 4. Decreasing regression
- B. Using psychological motivations:
 1. Increased efficiency in all work involving reading and thinking
 2. Self-satisfaction
 3. Meeting the competition of others
 4. Increasing general knowledge
 5. Getting pleasure from reading widely
- C. Practicing constantly under slight pressure with the tools available in the lab:
 1. Reading workbooks
 2. Paperbacks
 3. Reading filmstrips
 4. Tachistoscopes
 5. Other devices
- D. Learning that flexibility is the basis of reading efficiency.
 1. The skilled reader learns to adapt speed to purpose
 2. Purposes for reading range from simple memory work to making judgments and appreciation of beauty
 3. The skilled reader knows that what he gets from a piece of reading depends in part on what he brings to it - his attitude, intelligence, prejudices, experience, vocabulary, and motives
- E. Improving specific skills, consisting of:
 1. Previewing
 2. Focusing
 3. Skimming
 4. Critical reading
 5. Study techniques

Activities:

Speed Reading

1. Leisure Reading
2. Chart for students to record own progress
3. Word power games
4. Eye movement exercises
5. Reading skills exercises
6. Elimination of bad reading habits
7. Drill work
8. Speed Reading Ex.
9. Focusing Ex.
10. Previewing Ex.
11. Skimming Ex.
12. Critical Reading Ex.
13. Reading to Recall assignment
14. Vocabulary application
15. Activities to learn procedure in lab

Sources:

1. Be a Better Reader Bk. V
2. Increasing Reading Speed
3. Developing Reading Efficiency
4. Nelson-Denny Reading Test
5. Reading Skills

THEMATIC UNITS

Course Description

Thematic Units (nine weeks) - This nine weeks is spent doing in-depth research of single topics. The student chooses his own topic, searches for material, and takes adequate notes on it. He must keep accurate records of his reading time and file his notes in the classroom. He will have a working knowledge of all materials in the library, especially reference sources.

I. General Objectives:

Thematic units permits the student to choose reading material and do in - depth reading on topics he has chosen. Any factual source may be used and the student is graded on individual progress.

II. Specific Objectives:

- A. Review library skills
 - a. Use of card catalog
 - b. Dewey Decimal System
 - c. Biographical sources
 - d. Learn where different material is housed (I.M.C.'s)
- B. Practice use of reference material
 - a. encyclopedias
 - b. almanacs
 - c. Reader's Guide
 - d. Who's Who
 - e. biographies and autobiographies
 - f. Great Ideas
 - g. textbooks
 - h. books on specific topics

III. Activities:

- A. Take test to determine reading speed.
- B. Review library usage
- C. Work individually under teacher's guidance
- D. Take adequate notes on material read.

IV. Resources:

- A. All factual reading material is acceptable

Study of Film

Course Description

Includes the history of broadcasting, programming for radio and T.V., and the effects of T.V. and radio on mass and individual values. Other subjects, such as censorship and violence, are also discussed.

I. General Objective

The study of film course is based on the concept that movies and film-making have had and do have a monumental effect on Americans as well as on the principle that this media reflects American attitudes and lifestyles. This course attempts to give students an understanding of movies as a means of education, entertainment, and persuasion and as a reflection of social, political, and economic attitudes. It will also attempt to instruct the student in the fundamentals of movie-making and in the business aspects of the industry.

II. Specific Objectives

A. History

1. to trace the history of movies since 1887.
2. to recognize and study the outstanding individuals who have contributed to the industry of movies (the art)
3. to understand the persuasive effects movies have had and do have on the American public.
4. to discuss the effect the "super star syndrome" has had on society.
5. to comprehend the idea that movies are a valid form of social criticism.

B. Technical development

1. to understand the technical aspects and advancement of movies from the invention of the kinetoscope to the present (individuals responsible).
2. to be able to successfully operate a Super 8 millimeter camera through practical experience.
3. to learn the art of effective film editing.
4. to understand through experience, the entire movie-making process.
5. to effectively criticize movies for technical and aesthetic quality.

III. Activities

1. do research in the local libraries and write written reports (2 required for one semester) on "special" individuals or companies related to the film industry.
2. write critiques on movies seen either on television or in a movie theatre (NO MADE FOR T.V. MOVIES ACCEPTABLE!!!)
3. read at least one book pertaining to a movie personality or written about the movie industry and/or its celebrities.
4. give group reports on various topics pertaining to the movie industry (th star system, portrayals of Blacks, Indians, and other ethnic groups in movies, the history of the musical comedy, etc.)

5. write a script explaining in detail what the audience would see after the editing of one scene in a movie
6. operate a Super 8 movie camera and projector (oral test grade)
7. edit movie film with successful results as to continuity and grade (practical test grade)
8. in groups of six to eight, write a movie script outlining each "cut" to be used in making a movie that will have a specific plot.
9. in groups of six to eight, go on field trips (2) making the movie written in number eight above.
10. view propaganda films and write a critique evaluating the effectiveness of the film as a means of persuasion.
11. discuss and evaluate the propaganda movies during the world wars.

Study of Film Resources

Filmstrips

1. Understanding the Art of the Film (B.H.S. Instructional Media Center)
2. Literature and the Film (B.H.S. Instructional Media Center)

Slides

1. Camera Language, 139 color slides used to discuss ideas/images put forth in photography

Cassettes

1. Film Makers Teaching Lab-Shootout On the Silver Screen (six cassettes used with corresponding workbook)

Movies (all movies listed below are available through the Dayton and Montgomery County Public Library)

1. Cinematographer
2. Facts About Projection
3. Film Firsts
4. Place to Stand
5. Three Musketeers
6. Understanding Movies
7. Tell-Tale Heart (animated)
8. Boundary Lines "
9. Unicorn in the Garden (animated)
10. Twisted Cross (propaganda)

Other movies are available from various universities and colleges as well as from film rental agencies located throughout the United States.

Books

1. Behind the Camera
2. Making It Move
3. Movies in America (two classroom sets)
4. Mass Media and the Popular Arts
5. Photography Hints and Tips
6. Coping with the Mass Media
7. Expanded Cinema
8. Moviemaking Illustrated
9. Film: Real to Reel
10. The War Film
11. Film as Film: Critical Responses to Film Art
12. Gable and Lombard
13. The Great Movie Stars
14. Moviemaking (workbook)
15. Radio, Television, and Film in the Secondary Schools
16. Hollywood
17. Mass Media (workbook)

Note: Local libraries carry extensive amounts of material on actors, acting, and the various aspects of the movie industry. These should not be overlooked when completing lectures and discussions for the class.

T.V. and Radio Broadcasting

Course Description

Includes the history of broadcasting, programming for radio and T.V., and the effects of T.V. and radio on mass and individual values. Other subject, such as censorship and violence, are also discussed.

I. General Objectives

This course is based on the assumption that young people are influenced and educated by television and radio. It will attempt to create an awareness of the history, background and effect of mass media on society, business, and individuals.

II. Specific Objectives

A. Audio Arts

1. To realize the importance of the development of radio.
2. To recognize the influence of radio on television and vice versa.
3. To understand the different uses of radio
4. To understand AM & FM radio
5. To become aware of the responsibilities of a licensee under FCC regulations.

B. Visual and Audio Arts

1. To realize the harm of living with and not relating to T.V.
2. To understand the values T.V. imposes on T.V.
3. To study the problems of T.V. programming
4. To analyze the role of ethnic groups in visual and audio arts.
5. To analyze the influence of the rating system.
6. To understand the importance of the T.V. code.
7. To investigate innovative trends in T.V. and radio: CATV, PBS, Cassette, and pay T.V.

C. Persuasion

1. To create an awareness of the validity of persuasive techniques
2. To be able to critically analyze propaganda
3. To stress the influence of subliminal advertising
4. To understand the effect that advertising has on society

III. Activities

1. Prepare format to apply for radio license (see hand out)
2. Present Sorry, Wrong Number as a radio show
3. Prepare a radio/T.V. commercial
4. Check local stations ownership
5. Discuss the importance of radio and T.V. to the record industry
6. Play old time radio records
7. Discuss FCC regulations applying to radio
8. Discuss the history of radio
9. Compare one hour of listening to AM radio to one hour of listening to FM.
10. Get an advertising schedule from a local radio station
11. Field trips in small groups to stations; have students report back to class.

12. Prepare a report on some aspect of radio or television.
13. Study the star syndrome and compare television and film stars
14. Report on the similarities and differences of shows of the same genre: ex: crime shows, situation comedies
15. Present video-tapes of various TV shows and have students evaluate them.
16. Keep a viewing diary for three weeks.
17. During any four hours of T.V. in a week keep track of the violence shown.
18. Write format for a TV show
19. Prepare a public service announcement
20. Research the different awards given for radio and TV
 - a. Emmy b. Peabody c. Eddy d. CLIO

IV. Resources

A. Reference Books

1. Exploring Television
2. Pictorial History of TV
3. Television and the teaching of English
4. I can Sell you Anything
5. Mass Media and the Popular Arts
6. Media Words
7. A V instruction; Media and Methods
8. Radio Speaking
9. The TV You Watch
10. The art of Communications
11. The Making of Star Trek
12. TV Action Book
13. Mass and Media and the Nerves
14. The Quality of Television: a Source Theme

B. Text Books

1. Radio and Television: Readings in the Mass Media
2. Coping with Television

C. Speakers

1. Gil Whitney-WHIO
2. Bob Breck-WLW
3. Dennis Jansen-WLW
4. Al Morgan-WTUE
5. Bob Shrine
6. Mr. Webster-(Kirby's Father)
7. Maxine Black
8. Linda Gordon
9. Jerry Cohen
10. Emmett Royer
11. Richard Phillips
12. Mr. Bob Boatman
13. Lyle Steig
14. Tom Hopkins

D. Video tapes, films, etc.

1. Ed Sullivan Years*
2. Shipper Case-Mont. Co. Lib.
3. Watch T.V. Guide for material to be video-taped
4. Wright State Library
5. Montgomery County Film Lab